GUELPH | WELLINGTON

Local Immigration Partnership

Creating a caring, equitable community where everyone thrives.

Be part of achieving this vision.
THE GUELPH | WELLINGTON

Local Immigration Partnership Project
Phase 1

FINAL REPORT SUBMISSION FROM THE CITY OF GUELPH
TO CITIZENSHIP AND IMMIGRATION CANADA

November 30, 2010
# TABLE OF CONTENTS

THE STORY OF THE KAYEYES' IN CANADA .......................... 4
ACKNOWLEDGMENTS ............................................. 5
EXECUTIVE SUMMARY ........................................ 6

## SECTION 1 - GUELPH WELLINGTON LOCAL IMMIGRATION PARTNERSHIP BACKGROUND
- SECTION 1.1 INTRODUCTION ................................ 11
- SECTION 1.2 RESEARCH AND COMMUNITY ENGAGEMENT PROCESS ............. 12
- SECTION 1.3 GUELPH WELLINGTON LIP STORY MILESTONES 2010 .......... 13
- SECTION 1.4 GUELPH WELLINGTON IMMIGRATION PROFILE ................ 14

## SECTION 2 - GUELPH WELLINGTON LIP STRATEGY DEVELOPMENT PROCESS, PRIORITIES AND ACTION STRATEGY TIMELINES
- SECTION 2.1 STRATEGY DEVELOPMENT INTRODUCTION ..................... 15
- SECTION 2.2 STRATEGY DEVELOPMENT PROCESS .......................... 15
- SECTION 2.3 IDENTIFYING NEEDS/GAPS AND SETTING PRIORITIES ........ 15
- SECTION 2.4 GUELPH WELLINGTON LIP PRIORITIES ....................... 16
- SECTION 2.5 BUILDING ON COMMUNITY STRENGTHS AND CAPACITIES .. 16
- SECTION 2.6 STRATEGY DEVELOPMENT RESULTS ........................... 17
- SECTION 2.7 STRATEGY DEVELOPMENT CONCLUSION ....................... 29

## SECTION 3 - ACHIEVEMENTS AND NEXT STEPS
- SECTION 3.1 GUELPH WELLINGTON LIP PHASE 1 ACHIEVEMENTS ........... 32
- SECTION 3.2 INTERIM TRANSITIONAL PHASE RECOMMENDATIONS ........ 32
- SECTION 3.3 IMPLEMENTATION PHASE – RECOMMENDED GOVERNANCE .... 32
- SECTION 3.4 CLOSING COMMENTS ...................................... 33

## APPENDICES
- APPENDIX A GUELPH WELLINGTON LIP TERMS OF REFERENCE ........... 35
- APPENDIX B GUELPH WELLINGTON LIP LITERATURE REVIEW ............. 46
- APPENDIX C GUELPH WELLINGTON LIP ENVIRONMENTAL SCAN .......... 79
- APPENDIX D GUELPH WELLINGTON LIP WINTER COMMUNITY CONSULTATIONS SUMMARY REPORT ................................. 133
- APPENDIX E GUELPH WELLINGTON LIP BUILDING PRACTICES OF INCLUSION DIALOGUE SUMMARY ..................................... 151
- APPENDIX F GUELPH WELLINGTON IMMIGRATION PROFILE ............... 172
- APPENDIX G RANKED PRIORITY NEEDS/GAPS (FROM MAY 11, 2010 COUNCIL MEETING) .................................................. 186
- APPENDIX H TOP 3 – PRIORITY SETTLEMENT/INTEGRATION NEEDS/GAPS 189
- APPENDIX I GUELPH WELLINGTON LIP EVALUATION PLAN ............... 191
"It was very difficult to leave together. I left my country in September 2003 because of the war, without my wife and my six kids. I preferred to come to Canada because I thought that as a French speaker, it would be easy for me and my family to settle and integrate. I knew that Canada was a safe country. People are very generous and helpful and I knew that this country would be a good place to raise my kids. Many people, organizations and churches helped me. But as a foreign trained engineer, I became discouraged. It was necessary to work 2 jobs, 16 hours a day to support my family back home. To encourage immigrants to settle and stay in the community, advise us in ways that will help us find a permanent job related to our experiences. Jobs, community centres, welcoming centers, affordable housing are all important in the beginning. My family arrived in Canada last year – October 1, 2009. I remind my children that there are no other Kayeyes’ in Canada – they are the first and because they are the first they must do their best and always remember why they are here."
Acknowledgements

“Thank you for doing work that is about defining the future of opportunity in Canada.”
Jason Kenney – Minister of Immigration
Welcoming Communities Conference Oct. 2010 Ottawa

This report is a summary of the combined efforts of many individuals, service providers, organizations, academic institutions and government representatives that were asked to contribute to the development of a settlement plan for Guelph-Wellington. The findings are based on one year of formal activities. Discussions with a broad cross section of the community resulted in support for the establishment of a co-ordinated approach to the settlement and integration of newcomers.

As sponsor and convenor of the Guelph Wellington Local Immigration Partnership (GW-LIP) project, the City of Guelph would like to extend its sincere appreciation to all individuals and organizations who have contributed to this plan.

THE LOCAL IMMIGRATION PARTNERSHIP COUNCIL – Leadership was provided to the project by a group of 16 individuals and organizations representing: newcomers/immigrants, youth, the immigrant serving sector, business, education, health, social services and government. Ensuring that feedback from the community was incorporated into the final strategy was the primary responsibility for the LIP Council.

THE GUELPH INCLUSIVENESS ALLIANCE – This coalition of community organizations identified the need and gave birth to the idea of the GW-LIP project. Throughout the duration of the project, they served in an advisory capacity sharing their knowledge of grass-roots issues impacting newcomers/immigrants.

CITIZENSHIP AND IMMIGRATION CANADA – Planning takes time and resources. Without the financial support from Citizenship and Immigration Canada (CIC) the time required to engage and collaborate with community in a meaningful manner would not have been possible. As funder for 34 LIP projects throughout the province of Ontario, CIC is acknowledged for resourcing the planned, systemic approach to newcomer settlement and integration.

GUELPHEWELLINGTON COMMUNITIES – The sustainability and ultimately the success of this Settlement Strategy is contingent on the role and readiness of Guelph-Wellington as a community to acknowledge the value and seek the involvement and participation of all in creating community. Service providers, business/corporations, community neighbours all have a role in the implementation of this community plan.

NEWCOMERS/IMMIGRANTS - It is the continued presence and integration of newcomers/immigrants that will ultimately determine the success of the Settlement Strategy.
Executive Summary

Introduction

This report describes the development of the Guelph Wellington Settlement Strategy funded by Citizenship and Immigration Canada. A Local Immigration Partnership Council comprised of 16 leaders from various sectors of the community provided direction to the development of the Strategy. The Strategy was developed in two parts: a research component and a community consultation component.

The research phase consisted of:

- A literature review focused on best practices in the retention and integration of immigrants to small urban centres and rural communities
- An environmental scan which included: socio demographic data, focus groups and key informant interviews to identify assets, capacities and opportunities in developing the strategy. The environmental scan was augmented by an inventory of services in Guelph Wellington supporting immigrants
- Community conversations conducted by ethnocultural facilitators in their language of origin with 190 participants of which approximately 75% were newcomers/immigrants.

The strategy development phase:

- Involved more than 400 people in discussions, one-on-one meetings, 2 community dialogues on inclusion and in the 4 open invitation, community consultation sessions hosted in the City and County.
- The GW LIP website http://guelphwellingtonlip.ca promoted these consultation activities, local immigrant stories and is a repository for project related reports.
- The LIP Council deliberated and build the strategy based on the findings from the research phase and feedback from each community consultation session.
EMPLOYMENT

Gap/need: A. Education/training opportunities that build on immigrants’ skills/education/training/experience

STRATEGIC DIRECTION: A 1. Business/ Government/ Educational Institutions recognize the value of the skills and experience which immigrants bring to Guelph-Wellington as potential employees.

Action Strategies

1.1 Market the bottom-line benefits to employers and the community when all sectors work together to build on the skills/ abilities/ experience/ education which immigrants bring to Guelph and Wellington County.

STRATEGIC DIRECTION: A 2. Immigrants' and employers' expectations regarding immigrant employment prospects are realistic and employers are involved in assisting immigrants build on their skills/education/experience within a Canadian context.

Action Strategies

2.1 Develop new mentorship, bridging, job shadowing, “practice firms” programs for unemployed and underemployed immigrants, with government or other financial support to businesses and industries which support those programs, especially small businesses.

2.2 Make information available to immigrants and potential immigrants about employment opportunities in Guelph-Wellington, both before and after arrival, that is current and realistic and includes information related to professional associations and unions.

Gap/need: B. Employment services that are responsive to both employers and immigrants needs

STRATEGIC DIRECTION: B 1. Employment service providers are fully informed and funded to match changing immigrant/newcomer skills/ education/experience with changing employment realities

Action Strategies

1.1 Bring together employers from various sectors, employment service providers and immigrants so that all are fully informed about different language requirements, different workplace cultures, employment networking opportunities and about the variety of skills, education, training and experience that immigrants bring to Guelph-Wellington.
ENGLISH LANGUAGE TRAINING

Gap/need: A. Employment related English language training programs

STRATEGIC DIRECTION: A 1. A generic employment-related English language training program based on identified needs/gaps (e.g., communication skills beyond just reading & writing) is delivered in Guelph-Wellington

Action Strategies

1.1 Conduct an environmental scan of all English language training programs in Guelph-Wellington.

1.2 Strike a task force for coordination of English language training programs

1.3 Develop the components of a generic employment-related English language training program and begin to explore how that program may best be delivered and by whom in both rural and urban communities.

STRATEGIC DIRECTION: A 2. A coordinated marketing strategy for existing employment-related English language programs

Action Strategies

2.1 Strike a task force for coordination of English language training programs

2.2 Determine what marketing strategies are best suited to spread information of existing English language programs (connecting users with providers) in Guelph and in Wellington County and develop a plan for use of appropriate strategies.

Gap/need: B. Transportation for all immigrants who need English language training services

STRATEGIC DIRECTION: B 1. Development of alternative English language training delivery models to reduce need for transportation

Action Strategies

1.1 Once the inventory of all current English language programs and services, urban and rural, is completed for Guelph-Wellington, explore successful alternative models in other communities

1.2 Partner with local school boards, neighbourhood associations and other community organizations to develop alternative English language services closer to where immigrants live and work.
COMMUNITY SERVICES/PROGRAMS

**Gap/need: A. Access to/understanding of health care and education systems**

**STRATEGIC DIRECTION: A 1.** All immigrants receive information in a timely manner as needed that informs them about local health & education systems and how to access them – in both urban and rural contexts.

**Action Strategies**

1.1 Welcome Centres and/or Immigrant Service Centres develop standard information to share with immigrants, where possible in their language, about local health and education systems.

1.2 Existing settlement service providers partner with Public Health and School Boards to organize workshops for immigrants in local community facilities, about health and education systems.

**STRATEGIC DIRECTION: A 2.** Health and Education staff understand the variety of immigrant experiences and have the ability/resources to hear and understand the real problems of individual immigrants

**Action Strategies**

2.1 A fully funded program of certified cultural interpreters is developed for Guelph-Wellington, with a focus on the health and education systems and availability throughout the County.

**Gap/need: B. Increased coordination and partnerships in all service sectors, focused on immigrant settlement**

**STRATEGIC DIRECTION: B 1.** Co-ordinated immigrant settlement services for seamless delivery

**Action Strategies**

1.1 Work toward identifying a lead agency that will facilitate urban and rural efforts to coordinate all immigrant settlement services.

1.2 Develop a “Welcome Centre” for Guelph-Wellington which will serve both Guelph and the rural communities (Wellington ISAP model of satellite delivery could be one alternative).
COMMUNITY INTEGRATION/INCLUSION

**Gap/need: A.** The City of Guelph, Wellington County and community agencies need to diversify their workforce and workplaces to reflect the diversity of the community

**STRATEGIC DIRECTION: A 1.** The City of Guelph, County of Wellington and community agencies are inspired and supported to diversify their workforce and workplaces

**Action Strategies**

1. Educate Guelph-Wellington institutions and agencies about the value and benefits of diversity in their workplaces and about the need to diversify their community outreach.

2. Share local and other community examples (across sectors) of promising practices related to diversity within institutions and agencies and in their dealings with the public.

3. Get commitment from local institutions and agencies to reflect diversity and address racism/discrimination in all of their policies and practices related to hiring, promoting, training, public information materials, use of volunteers, etc.

**Gap/need: B.** Outreach by social, cultural, recreational and neighbourhood groups to immigrants

**STRATEGIC DIRECTION: B 1.** Social, cultural, recreational, neighbourhood and faith groups receive support in creating a supportive environment and spaces for increased interaction/sharing among diverse ethnic groups and between immigrants and established Canadian residents.

**Action Strategies**

1. Create host/friendship program(s) for pairing established residents/families with immigrants in both urban and rural areas.

2. Increase the availability of, and encourage the use of, affordable public spaces for specific needs of immigrant/newcomer groups and for intercultural activities, including artistic, social, recreational and sports activities.

Next Steps

The LIP Council will continue to provide leadership to the project in the transitional phase (January - March, 2011) between planning and implementation.

Key tasks include:

- The further development of the implementation governance structure
- The collation of background information to assist in the development of work plans for the implementation of priority areas
- Communication and marketing of the strategy throughout the community
- Development of the monitoring and evaluation framework for the implementation phase

Preparing for Implementation

The Guelph Wellington Settlement Strategy is a foundation provided to the community from which collectively we must continue to build. The Strategy presents an opportunity to continue working on both what has challenged us and what has inspired us. It is our opportunity to ensure that the vision that we designed for our community is achieved.

“We envision a caring, equitable community where everyone thrives.”
SECTION 1
Guelph Wellington Local Immigration Partnership Background

1.1 Introduction

This report is prepared for submission to Citizenship and Immigration Canada (CIC) and describes the achievement of the project deliverables identified within the CIC Contribution Agreement.

CIC Deliverable 1
Establishment of a Guelph Wellington LIP Partnership Council

A 16 member Council of individuals and organizations representing: newcomers/immigrants, youth, immigrant serving sector, business, education, health, social services, and government provided leadership to the LIP project. Eleven meetings of the LIP Partnership Council were conducted between Nov. 2009 and Nov. 2010. Please refer to Appendix “A” for GW-LIP Terms of Reference including Partnership Council Membership List.

CIC Deliverable 2
Development of the Guelph Wellington Settlement Strategy

The creation of a “caring, equitable community” has guided the work of the GW-LIP Council and the over 400 people who have contributed to this community planning process. Fundamental to the development of the Settlement Strategy is the recognition of the importance of immigration to ensure the continued prosperity of our community and to respond to the reality of an aging workforce. “One of the hallmarks of a civilized society,” is our capacity to understand and care about others. This too has guided our strategy development discussions. “Caring” and “equity” are articulated and recognized in the GW-LIP vision and underscored by the need to understand the lived experience of newcomers. As one of 34 communities throughout Ontario participating in LIP initiatives, the City of Guelph functioned as the project convenor of the GW-LIP and acknowledges the vital role that Citizenship and Immigration Canada has made in the achievement of community based, and co-ordinated approaches to newcomer economic and social inclusion.

The LIP Council have approached the development of a Settlement Strategy within the context of:

A Holistic Strategy
“A strategy for all – a strategy that benefits everyone”
Consultation Participant

A Strategy That Builds on Existing Capacity
“...not an emptiness to be filled but a fullness to be discovered.”
GIA Member

A Commitment to Meaningful Ongoing Community Engagement
“...an opportunity and a need to ready the soil...”
LIP Council Member

The Guelph-Wellington Settlement Strategy is a living document reflecting and integrating the thoughts of the community for which it was intended. It establishes a foundation that is strong enough to support further growth, continued planning and community collaboration.

1 Plan B 4.0 – Mobilizing to Save Civilization, Lester Brown, Earth Policy Institute 2009
1.2 Research and Community Engagement Process

The development of the Settlement Strategy consisted of two components. Component one focused on setting the governance structure that would oversee the strategy development process and a research component to gather and analyze background information to inform the development of the Settlement Strategy. Component two focused on strategy development through extensive community consultation and LIP Council deliberation.

Component 1

Governance Structure & Vision

- GW-LIP Governance structure developed including GW-LIP Council, Guelph Inclusiveness Alliance (GIA) as the advisory committee and roles of primary stakeholders identified;
- GW-LIP Council Terms of Reference endorsed which included Vision and Mission Statement and Membership List (Appendix A).

Planning/Research
(Feb. 2010 – Apr. 2010)

- Literature Review – The literature review included the analysis of reports, journal articles and the review of practices and programs in newcomer settlement. Research in attraction and retention of immigrants to smaller urban areas highlighted the need to provide diverse economic opportunities and a welcoming environment with sufficient supports. It is also noted that “communities attract and retain newcomers by reducing barriers, promoting belonging, meeting diverse individual needs and offering supports that promote successful integration.” Please refer to Appendix B – Guelph Wellington LIP Literature Review.
- Environmental Scan/Service Inventory – An overview of Guelph Wellington characteristics important to newcomer settlement were highlighted, including community capacities, assets and challenges. The Environmental Scan provides suggestions and identifies opportunities in the areas of: labour market and employment, service provision opportunities, and opportunities for promoting a sense of belonging. The report concludes that the success of the GW-LIP lies in “the engagement of all members of the wider community,” supporting both immigrants and non immigrants and recognizing and embracing the benefits of a welcoming community. Please refer to Appendix C for the Guelph Wellington LIP Environmental Scan. The Service Inventory conducted identified a total of 13 Guelph Wellington organizations/recipient of federal and provincial funding specifically focusing on culturally appropriate services to the newcomer/immigrant population.2

Component 2

Strategy Development
(Jan. 2010 – Nov. 2010)

- Approximately 400 individuals were consulted during the strategy development phase. This component included:
  - Twenty-one community consultations were hosted to obtain preliminary feedback to inform strategy development. Groups consulted included: internationally trained individuals, immigrant women, immigrant youth, faith-based communities, county service providers, and various newcomer/immigrant communities.
  - Two Community Dialogues “Promoting Comprehensive Community Inclusion” and “Building Practices of Inclusion” were hosted. Approximately 60 participants including members of the LIP Council, the GIA, students, service-providers and representatives of local immigrant communities attended. Please refer to Appendix E for Guelph Wellington LIP “Building Practices of Inclusion” Dialogue Summary.
  - 180 participants attended 4 Spring/Summer Strategy Development Community Consultations. The Summary of findings of the Guelph Wellington LIP Strategy Development Process are detailed within Section 2 of this report.

- The development of the GW-LIP Web-site, http://guelphwellingtonlip.ca (Jul. – Nov. 2010) supported the various community engagement efforts in strategy development. Available to the public since July 2010, the web-site is an opportunity to share the work and progress of the GW-LIP with reports and publications available on-line. The web-site provides helpful information for newcomers/immigrants, businesses, and service providers. The most popular section of the web-site is the “Our Stories” section which highlights the contributions newcomers/immigrants have made to Guelph Wellington. Enhancement of the web-site is ongoing.

2 The 13 organizations noted did not include organizations that provide interpretation services to their client base (ie. Women in Crisis, Community Health Centre, etc.) and represents period from 2007 to 2010.
The Guelph Wellington LIP Story
Milestones 2010

**Background**
- Literature Review
  - February 2010
- Environmental Scan & Service Inventory
  - April 2010

**Strategy Development Process**
- Council Meetings
  - May, June, and July 2010
- Community Consultations
  - May, June, and July 2010
- Ethnocultural Consultations
  - February - March 2010

**Next Steps**
- Action Strategies Defined
  - June - July 2010
- Priority Areas/Strategic Directions Identified
  - May - June 2010
- Implementation Plan for Action Strategies Defined
  - September - November 2010
- September Community Consultation
  - September 30, 2010
- Council Meetings
  - Review of Draft Strategy
  - October - November 2010
- LIP Interim Report - CIC
  - August 2010
- LIP Final Report - CIC
  - November 30, 2010
- Preparation for Implementation Phase
  - November - December 2010

**Timeline**
- Literature Review: February 2010
- Environmental Scan & Service Inventory: April 2010
- Community Engagement: Inform, Consult, Collaborate Ongoing
- Ethnocultural Consultations: February - March 2010
- Council Meetings: May, June, and July 2010
- Community Consultations: May, June, and July 2010
- Ethnocultural Consultations: February - March 2010
- LIP Interim Report: August 2010
- LIP Final Report: November 30, 2010
- Preparation for Implementation Phase: November - December 2010
- Council Meetings: Review of Draft Strategy: October - November 2010
- September Community Consultation: September 30, 2010
- Implementation Plan for Action Strategies Defined: September - November 2010
- Action Strategies Defined: June - July 2010
- Priority Areas/Strategic Directions Identified: May - June 2010
1.4 Guelph Wellington Immigration Profile

As a result of immigration, the changing face of communities throughout Canada is a well known reality. Guelph Wellington is a second tier community representing “non-traditional areas” or smaller communities in which newcomers are settling. The following information is based on 2006 Statistics Canada information and Citizenship and Immigration recent arrivals data. Since 1970 immigration rates to Guelph Wellington have been increasing. Approximately 800 newcomers per year have arrived between 2006 - 2009. The majority (54%) of new arrivals between 1991 – 2000 (5,965 individuals) came from Asia and the Middle East. Between 2001 – 2006 arrivals from Asia and the Middle East increased to 63%. China, India, the Philippines and Vietnam remain the main source countries.

In Guelph, newcomers are primarily from Asia and the Middle East while in Wellington County, recent immigrants continue to be from European countries. Overall the numbers of immigrants settling in Wellington County are significantly smaller than Guelph.

Of importance is the high level of education that newcomers are bringing with them. In Guelph Wellington 39% of newcomers (2001-2006) have educational levels at the Master’s level or higher in comparison to 15% of non-immigrants. The mismatch between areas of educational attainment and areas of economic growth within communities has been identified as significant in the economic integration of newcomers.

![Figure 2: Immigrant Educational Attainment Levels In Guelph-Wellington](image)

Please refer to Appendix F for Guelph Wellington Immigration Profile.
SECTION 2
Guelph Wellington LIP Strategy Development Process, Priorities and Action Strategy Timelines

2.1 – Strategy Development
Introduction

The Guelph Wellington Local Immigration Partnership Project contracted with the Centre for Community Based Research (CCBR) to assist the Council in developing the local settlement strategy according to its terms of reference and its Contribution Agreement with Citizenship and Immigration Canada (CIC).

CCBR uses a participatory action approach in all of its work. This requires the inclusion of the multiple realities that exist in any community related to the services and programs which government, agencies and institutions design to meet community needs. In developing the Guelph-Wellington LIP Strategy, including those realities meant:

• Building on the work already completed by the LIP Council, staff and consultants and the literature review, environmental scan (which included focus groups and key informant interviews with multiple community stakeholders) and the results of the first round of ethno-cultural community consultations.

• Working with the LIP Council, with a membership representing many sectors of the community

• Getting feedback on all aspects of the strategy development from broad-based, cross-sector community consultations as reported in Section 2 of this report.

The hundreds of hours committed by the LIP Council and staff and by over 180 enthusiastic participants in the community consultations demonstrated the value of including citizens from all walks of life in this process. It also ensured broad community ownership for the final Strategic Directions and the implementation of its Action Strategies.

2.2 Strategy Development Process

A series of six meetings with the LIP Council, interspersed with four community consultations were held from April 2010 through October 2010. The goals of the meetings were to:

1. Identify needs and gaps related to immigrant/newcomer settlement and integration which would lead to directions for change in Guelph-Wellington;

2. Identify the strengths and assets existing in the Guelph-Wellington community on which to build a strategy;

3. Set priorities for future Council and community action;

4. Develop Strategic Directions and Action Strategies related to each priority need/gap

5. Detail the Action Strategies as to specific activities, indications of success, timelines and potential partners;

6. Prepare this final Strategy for submission to Citizenship and Immigration Canada (CIC) for consideration of Phase 2 support to the Guelph-Wellington LIP.

2.3 Identifying Needs/Gaps and Setting Priorities

The strategy development phase built on the Guelph Wellington LIP Literature Review (Appendix B), Environment Scan (Appendix C) and the Winter Community Consultations Summary Report (Appendix D), hosted in the initial stages of the project. The CCBR Team used those reports as the basis for discerning identified settlement needs and gaps. Four major priority areas emerged with corresponding identified needs/gaps:

- Employment
- English Language Training
- Community Services and Programs
- Community Integration/Inclusion

At the May LIP Council meeting, needs and gaps in each area were clarified, changed and/or enhanced. Council members then identified the top five or six needs/gaps in each area. Please see Appendix G Ranked Priority Needs/Gaps, for the full rankings by the LIP Council of all needs and gaps in each area.

The priorities identified by Council were then taken to the May community consultation for further clarification, prioritization and discussion of examples of why the priorities were important, as observed by, or lived by, participants in the consultation.
The following list shows the results of this work. Note that, while three priorities were identified in each area it was determined by the Council that Strategic Directions would be developed for only two in each area. Please refer to Appendix H for Top 3 – Priority Settlement/Integration Needs/Gaps. It was emphasized that the remaining priorities, indeed all identified needs and gaps, could be considered in the future by the Council.

2.4 GW-LIP Priorities

**EMPLOYMENT**

1. Education/training opportunities that build on immigrants’ education/training/experience

2. Employment services that are responsive to both employers and immigrants/newcomers needs

**ENGLISH LANGUAGE TRAINING**

1. Employment related English language programs

2. Transportation to English language programs

**COMMUNITY SERVICES/PROGRAMS**

1. Increased coordination and partnerships in all service sectors, focused on immigrant settlement/integration.

2. Access to/ understanding of health care and education systems

**COMMUNITY INTEGRATION/INCLUSION**

1. Increased efforts by municipal governments and other institutions to diversify their workplaces and to reflect the diversity of the community in their publications, websites, etc.

2. Host/friendship programs for pairing established residents/families with newcomers

2.5 Building on Community Strengths & Capacities

Supporting the spirit of building on community capacity and upon further reflection of the community assets as identified in the GW-LIP Environmental Scan, the LIP Council developed a general list of strengths within Guelph-Wellington as a foundation for strategy development discussions.

- Education systems (strong school boards, a lot of educators, universities, colleges, including University of Guelph)
- We are a small community and it is easy to know the leaders of other community services and involve them to build linkages and partnerships
- Meeting needs on one-to-one basis; referrals are easy
- Willingness to work together to solve problems
- Leaders are supportive of the LIP Council agenda; Economic Development Strategy is a strong indicator that there is recognition of this issue (leaders’ buy in)
- Guelph has history of having immigrants; it’s not a new phenomenon to Guelph (and to lesser extent in Wellington County)
- City has high number of volunteers working to engage newcomers
- Newcomers are trying to integrate
- Strong partnerships in the community (e.g. Guelph Inclusiveness Alliance)
- Network of service providers to share/exchange information
- Diversified economy (variety of jobs available)
- Very good public schools that newcomers can access
- Community health centre; supporting access to health
- Good base of multilingual groups that we can utilize (for interpretation, translation)
- In rural communities, there is interest and desire to be more aware and more culturally appropriate for newcomer populations that are making rural areas their new homes
- Newcomers helping newcomers (helping themselves)
2.6 Strategy Development Results

Based on the priority needs identified, during June and July additional LIP Council meetings and community consultations were held to develop and confirm Strategic Directions and Action Strategies under each of the four priority areas. An Interim Report to CIC was then written and submitted on August 9, 2010.

Subsequently, two more Council meetings and one more community consultation were held to develop Implementation Steps for each Action Strategy. The enthusiasm shown for the Strategy and Action Plan by participants from all sectors in the final community consultation, and the indication from many participants that they wish to be involved in the implementation of the strategy, bode well for the success of the future GW-LIP Council.

Following the final community consultation, the LIP Council approved changes that community members had suggested and then the Council suggested time-lines for implementation in the short, medium and longer term (over 6, 12 and 18 months). CCBR used those timelines and developed Expected Outputs for each Action Strategy. The results were then approved by the GW-LIP Council and are shown in the charts below.

The following should be noted when reviewing the charts outlining the LIP Strategy for Guelph Wellington:

• There has been some rewording of the Strategic Directions and Action Strategies from those presented in the Interim Report to CIC, based on further input from LIP Council members and community consultation participants;

• The timelines suggested in the fourth and fifth columns of the charts are recommendations based on Council input, an overall review of the four Priority Areas, recognition that the first few months will require orientation and review of the overall strategy by the new LIP Council and the need for the LIP Council to be able to demonstrate progress toward fulfilling its mandate as soon as possible. The new LIP Council may decide at any point to change those timelines based on the realities of partner availability and resources (human and funding);

• The new LIP Council has the prerogative, of course, to change or eliminate Action Strategies based on new information they receive, the results of research they are undertaking in some areas, the ability to engage active partners in the work and/or the availability of resources. Such decisions should not, however, be taken lightly given the amount of time and effort the community has contributed to the development of this LIP Strategy.

• Evaluation of change efforts by the LIP Council and its partners is key to long-term successful outcomes that are embedded in the Strategic Directions. Evaluating those change outcomes (for example, more employers open to hiring immigrants; more immigrants involved in community volunteering; increased coordination of settlement services; etc.) will only be possible, in most cases, beyond the timelines suggested for the Action Strategies. Those outcome evaluations need to be planned for by the LIP Council and budgeted for separately from the individual evaluations of new programs or services as suggested in the “Success Indicators” column.
<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Market the bottom-line benefits to employers and the community when all sectors work together to build on the skills/abilities/experience/education which immigrants bring to Guelph and Wellington County.</td>
<td>1.1a: LIP Council to identify Employer Champions who already have immigrant employees and recognize and use their skills. 1.1b: Including those potential champions, Council to facilitate meetings with interested partners to determine marketing strategies. 1.1c: Using the same partners, identify promising practices for recruitment and retention of immigrants that can be shared with other employers. Note: Small business creates over 75% of jobs locally. 1.1d: Council to encourage umbrella business organizations and/or interested agencies, governments, etc. to plan and hold networking events bringing employers-immigrants together, not just in a standard job fair, but also to showcase immigrant skills, talents, etc.</td>
<td>LIPC as primary facilitator – at least at the start. Chamber of Commerce. Five largest local employers. Companies with international presence, Boards of education, University of Guelph, CFIB (Canadian Federation of Independent Business), HRPA (Human Resource Professional Association), Guelph Inclusiveness Alliance and other immigrant representative, key representatives from local political parties. Workforce Planning Board, Chamber of Commerce. CFIB, professional associations, Colleges, employment counselors, immigrants and municipal economic development representatives.</td>
<td>12 – 18 months</td>
<td>Minimum of ten cross-sector partners, including employer champions and small business representatives developed a marketing plan and began implementation by month 16. Leadership emerged from the group to take over LIPC facilitation role by month 18. LIPC persuaded organizers of already existing job fairs or worked with partners to develop new networking opportunities between employers and immigrants with expanded focus on showcasing immigrant skills and talents and their contribution overall to the community.</td>
</tr>
</tbody>
</table>
**Gap/need:** A. **Education/training opportunities that build on immigrants’ skills/education/training/experience**

**STRATEGIC DIRECTION:** A. Immigrants’ and employers’ expectations regarding immigrant employment prospects are realistic and employers are involved in assisting immigrants build on their skills/education/experience within a Canadian context.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
</table>
| 2.1 Develop new mentorship, bridging, job shadowing, “practice firms” programs for unemployed and underemployed immigrants, with government or other financial support to businesses and industries which support those programs, especially small businesses. | 2.1a: Council to research what mentoring, bridging, job shadowing, internship, practice firms, etc. programs already exist locally (e.g., City of Guelph 2 week job shadowing).  
2.1b: Council, with appropriate partners, to explore entrepreneurship and self-employment programs and supports and how existing programs could be made more accessible for immigrants  
2.1c: Find local business groups interested and willing to participate or to take the lead in advocating to government for funding for more mentorship, bridging, self-employment etc. programs and for support to entry level internships, co-op placements for immigrants in industry and small businesses.  
2.1d: Work with professional associations, including local Human Resources Professional Association (which might take the lead) to explore the possibility of volunteer mentorship programs in Guelph-Wellington | LIPC  
LIPC, Guelph-Wellington Business Enterprise Centre, Community College  
Lead organization or Task Group to emerge. Workforce Planning Board, Chamber of Commerce, CFIB, professional associations, Human Resource Professional Association, Education institutions at all levels.  
Human Resource Professional Association plus other professional associations, labour council, municipal economic development groups, immigrants | 6 – 12 months | Research report prepared to share with partners by end of month 6.  
LIPC with partners developed a plan for two or more mentorship etc. programs to fill gaps identified in the research report.  
Lead organization or a Task Group emerged committed to searching for or otherwise developing funding for new programs  
After 12th month, Task Group or one or more lead organization took over implementation of new programs.  
Local leadership developed to explore potential for volunteer mentorship programs in Guelph-Wellington. |
**Gap/need: A. Education/training opportunities that build on immigrants’ skills/education/training/experience**

**STRATEGIC DIRECTION: A 2.** Immigrants’ and employers’ expectations regarding immigrant employment prospects are realistic and employers are involved in assisting immigrants build on their skills/education/experience within a Canadian context.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
</table>
| 2.2 Make information available to immigrants and potential immigrants about employment opportunities in Guelph-Wellington, both before and after arrival, that is current and realistic and includes information related to professional associations and unions | 2.2a: Persuade City/County to develop a section of City/County website (targeting immigrants) that gives realistic picture about the community with links to business and institution (professional associations and unions) websites 
Note: These website pages could also be used in implementing Action Strategy 1 above – i.e., marketing the benefits to business and the community of the skills, talent, experience, etc. brought to Guelph-Wellington by immigrants. | LIPC | 1-6 months | Agreement reached for expanded municipal web sites. |

**Gap/need: B. Employment services that are responsive to both employers and immigrants needs**

**STRATEGIC DIRECTION: B 1.** Employment service providers are fully informed and funded to match changing immigrant/newcomer skills/education/experience with changing employment realities.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
</table>
| 1.1 Bring together employers from various sectors, employment service providers and immigrants so that all are fully informed about different language requirements, different workplace cultures, employment networking opportunities and about the variety of skills, education, training and experience that immigrants bring to Guelph-Wellington. | 1.1a: LIP Council to organize a series of community meetings (possibly entitled “Bridging the immigrant employment gap”) to bring all stakeholders together (businesses, immigrants, immigrant serving agencies) to ensure everyone understands the different perspectives and needs of all stakeholders. 
Note: Employment, career, school counselors involvement in this education effort is crucial to its success | LIPC as lead facilitator 
GIA, CFIB (Canadian Federation of Independent Business), HRPA (Human Resource Professional Association), Chamber of Commerce, Immigrant Service Agencies, Guelph Labour Council, Municipal government representatives, Major health and education institutions. | 6 – 12 months | Consultations held with partners on what community meetings would look like (i.e., different meetings for different employment sectors; focus on particular ethnocultural groups, etc.) 
Two new events planned, held and evaluated for future use by end of month 12. |
### Gap/need: A. Employment related English language training programs

**STRATEGIC DIRECTION: A 1.** A generic employment-related English language training program based on identified needs/gaps (e.g., communication skills beyond just reading & writing) is delivered in Guelph-Wellington

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Conduct an environmental scan of all English language training programs in Guelph-Wellington.</td>
<td>1.1a: Develop the work plan for undertaking the environmental scan 1.1b: Contract with a research firm to conduct the English language Environmental scan? Note: some information already exists – use existing resources where possible</td>
<td>LIPC to take the lead in consultation with key English Language Training representatives (include literacy programs)</td>
<td>1-6 months</td>
<td>Research parameters completed in consultation with ELT providers. Research completed by end of month 3.</td>
</tr>
<tr>
<td>1.2 Strike a task force for coordination of English language training programs</td>
<td>1.2a: Building on network that already exists, LIPC Council brings together all English language service providers 1.2b: Determine members of the Task Force who will coordinate English language training programs (including, identifying chair of the task force and terms of reference) 1.2c: Task Force begins to work on coordination of English language programs</td>
<td>LIPC as facilitator of first one or two meetings. All English Language Training programs and employers involved/interested in English Language Training programs onsite.</td>
<td>1-6 months</td>
<td>Month 4, first meeting held and research report presented to all ELT providers. Task Force established by ELT providers with clear terms of reference for ongoing coordination. By month 6, Task Force set priorities and began implementation (note Action Strategies below that will fall into their jurisdiction).</td>
</tr>
</tbody>
</table>
### Gap/need: A. Employment related English language training programs

**STRATEGIC DIRECTION: A 1.** A generic employment-related English language training program based on identified needs/gaps (e.g., communication skills beyond just reading & writing) is delivered in Guelph-Wellington

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
</table>
| 1.3 Develop the components of a generic employment-related English language training program and begin to explore how that program may best be delivered and by whom in both rural and urban communities. | 1.3a: Develop components of a generic employment related English language training program  
Note: Task Force under 1.2 above would have to be in place to implement this Action Strategy. | English Language Training Task Force in consultation with representatives of key employers and/or employer associations (see Employment Strategy for suggestions) and the Employment Co-ordination Committee of Guelph-Wellington. | 6 - 12 months | Task Force, in consultation with employer representatives, developed generic, employment related ELT program and determined partners for delivery.  
At least two new programs (one urban and one rural) begun by month 12 and are subsequently evaluated by participants and other stakeholders. |
| 2.1 - See 1.2 above | See 1.2 above | | | |
| 2.2 Determine what marketing strategies are best suited to spread information of existing English language programs (connecting users with providers) in Guelph and in Wellington County and develop a plan for use of appropriate strategies. | 2.2a: Support and build on recently started joint marketing strategy by Guelph-Wellington English Language Training Providers (GWELTP)  
Note: Task Force under 1.2 above would have to be in place to implement this Action Strategy.  
Note: This is broader than just employment related English Language Training but LIP environmental scan and community consultations determined that there was need for coordinated strategy for marketing all existing English Language Training programs. | Task Force in consultation with immigrant service providers and drawing on expertise from private sector marketing firms which may bring fresh perspective and expertise to marketing strategies. | 1 - 6 months | Consultations completed and plan developed by end of month 6.  
(Note: Ownership and implementation responsibilities determined in negotiations between Task Force and GWELTP) |
| | | | 6 - 12 months | Marketing plan implemented and evaluated at end of six month pilot. |
**Gap/need: B. Transportation for all immigrants who need English language training services**

**STRATEGIC DIRECTION: B 1. Development of alternative English language training delivery models to reduce need for transportation**

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Once the inventory of all current English language programs and services, urban and rural, is completed for Guelph-Wellington, explore successful alternative models in other communities</td>
<td>1.1a: Document what other communities are delivering for alternative learning model for English language training (e.g., online English language learning, neighbourhood conversation circles, etc.). Funding experience/potential needs to be included in all models. Note: One-to-one tutoring models, locally and in other communities, appear to be highly successful but have limited eligibility.</td>
<td>LPC to undertake the research (perhaps by contract)</td>
<td>6 – 12 months</td>
<td>Research completed and report presented to Task Force.</td>
</tr>
<tr>
<td>1.2 Partner with local school boards, neighbourhood associations and other community organizations to develop alternative English language services closer to where immigrants live and work.</td>
<td>1.2a: Using the information from the LPC research above, Task Force to bring English Language Training programs together and form a sub-group (or a separate group) to develop a variety of creative, alternative English language programs inclusive of all learners needs</td>
<td>English Language Training program providers, GIA, immigrants or representatives of immigrant groups, Neighbourhood organizations, Immigration Services Guelph-Wellington, school boards, employers, other community groups (e.g., churches) who may be interested in developing/hosting English Language Training programs or expanding existing programs.</td>
<td>12 – 18 months</td>
<td>Sub-group reported to Task Force on various alternative models for delivery by end of month 14. As directed by Task Force, sub-group developed partnerships for delivery of two or more alternative programs with delivery of programs started by month 18.</td>
</tr>
</tbody>
</table>
Gap/need: A. Access to/understanding of health care and education systems

STRATEGIC DIRECTION: A 1. All immigrants receive information in a timely manner as needed that informs them about local health & education systems and how to access them— in both urban and rural contexts.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Welcome Centres and/or Immigrant Service Centres develop standard information to share with immigrants, where possible in their language, about local health and education systems.</td>
<td>1.1a: Initial meetings of health and education system representatives will establish working groups for the two sectors (health and education).</td>
<td>Lead organization(s) on this will need to be negotiated after initial meeting(s) facilitated by LIPC.</td>
<td>6-12 months</td>
<td>LIPC facilitated initial meetings with key health &amp; education representatives</td>
</tr>
<tr>
<td></td>
<td>1.1b: Each working group will conduct an environmental scan including an assessment of what information is currently available in the community, who is providing information and what are the gaps.</td>
<td>Public Health, Hospitals, Community Health Centre, CCAC, Family Health Teams, Social Service, LHINs, MTCU, Universities and Colleges, Four School Boards, Early Learning Centres, Settlement Services, GIA, Immigrants and Immigrant Association representatives.</td>
<td>(may require longer time-frame to complete)</td>
<td>Lead organization identified for working groups for each sector (health &amp; education)</td>
</tr>
<tr>
<td></td>
<td>Note: Key health and education representatives should be included on the LIPC Council.</td>
<td></td>
<td></td>
<td>Research completed by month 10 and report to larger group on existing information</td>
</tr>
<tr>
<td></td>
<td>1.1c: Create an Internet portal with all the information sources and services that are available.</td>
<td></td>
<td></td>
<td>Internet portals developed on existing health and education websites with information directed to immigrants.</td>
</tr>
<tr>
<td></td>
<td>1.1d: Develop plan for filling any gaps in information available.</td>
<td></td>
<td></td>
<td>Each sub-group developed plans for filling information gaps.</td>
</tr>
</tbody>
</table>
### Gap/Need: A. Access to/understanding of health care and education systems

All immigrants receive information in a timely manner as needed that informs them about local health & education systems and how to access them — in both urban and rural contexts.

<table>
<thead>
<tr>
<th>Action Strategies</th>
<th>Implementation</th>
<th>Potential Partners</th>
<th>Timeline</th>
<th>Expected Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Existing settlement service providers partner with Public Health and School Boards to organize workshops for immigrants in local community facilities, about health and education systems.</td>
<td>1.2a: Local Immigration Partnership Council to bring together key partners as above under 1.1a. 1.2b: Sector-specific sub-groups (education and health) from partners listed under 1.1a above are developed and, building on the results of the environmental scan under 1.1a, develop workshops that are two-way, i.e., educational for both immigrants about the health and education systems (including their rights and responsibilities related to those two systems) and educational for those systems about the needs and realities of immigrants in Guelph and Wellington County.</td>
<td>Public Health, Guelph General Hospital, CCAC, Family Health Teams, Community Health Centre, Social Service, LHINs, and MTCU, Universities and Colleges, School Boards, Early Learner Centres, with Settlement Services and GIA, Community, Immigrant Association representatives</td>
<td>12 – 18 months</td>
<td>Education and health working groups established under 1.1a above planned, implemented and evaluated at least one workshop by end of month 13. (Full group to decide if workshops will be done jointly). Based on evaluation of first workshop(s) working groups planned for additional workshops in various geographical areas throughout Guelph-Wellington over next year.</td>
</tr>
</tbody>
</table>

### Gap/Need: A. Access to/understanding of health care and education systems

#### Strategic Direction: A 2.
Health and Education staff understand the variety of immigrant experiences and have the ability/resources to hear and understand the real problems of individual immigrants.

<table>
<thead>
<tr>
<th>Action Strategies</th>
<th>Implementation</th>
<th>Potential Partners</th>
<th>Timeline</th>
<th>Expected Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 A fully funded program of certified cultural interpreters is developed for Guelph-Wellington, with a focus on the health and education systems and availability throughout the County.</td>
<td>2.1a: Follow, and support where possible, the work being undertaken by Immigrant Services to develop one program in the community specific to the needs of both rural and urban communities. NOTE: This is broader than just education and health services. Funding needed for those organizations who cannot afford interpreters</td>
<td>Immigrant Services Guelph-Wellington is leading this project</td>
<td>1–6 months</td>
<td>HIPEC ensured that Education and Health working groups developed under 1.1a above were informed of progress and involved where necessary in cultural interpreter program development.</td>
</tr>
</tbody>
</table>
**Gap/need: B. Increased coordination and partnerships in all service sectors, focused on immigrant settlement**

**STRATEGIC DIRECTION: B.1. Coordinated immigrant settlement services for seamless delivery**

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Work toward identifying a lead agency that will facilitate urban and rural efforts to coordinate all immigrant settlement services.</td>
<td>1.1 &amp; 1.2a: LIPC to bring settlement service providers together to begin discussions about increased coordination and the potential for creation of a coordinated “Welcome Centre(s)” for Guelph and Wellington County. Note: Any “welcome centre” should be prepared to offer services to other service providers when they are seeking help to address needs of immigrants. Note: Connection between this and Strategic Direction 1 under Gap/need: Access to/ understanding of health care and education systems. However, Action Strategies and implementation under that gap/need should not have to wait for the need for lead agency and/or “Welcome Centre” to be created. Note: Potential for offering Welcome Centre or Immigrant services in French language should be explored.</td>
<td>All settlement service providers, GIA and other immigrant representatives (LIPC as initial facilitator)</td>
<td>1-6 months</td>
<td>Lead agency emerged from LIPC facilitated meetings by 5th month and a list of coordination issues developed &amp; prioritized for further work. Under facilitation by lead agency designated above, agencies worked on development of “Welcome Centre(s)”, if that remains appropriate.</td>
</tr>
</tbody>
</table>
### Gap/need: A. The City of Guelph, Wellington County and community agencies need to diversify their workforce and workplaces to reflect the diversity of the community

**Strategic Direction: A 1.** The City of Guelph, County of Wellington and community agencies are inspired and supported to diversify their workforce and workplaces

<table>
<thead>
<tr>
<th>Action Strategies</th>
<th>Implementation</th>
<th>Potential Partners</th>
<th>Timeline</th>
<th>Expected Outputs</th>
</tr>
</thead>
</table>
| 1.1 Educate Guelph-Wellington institutions and agencies about the value and benefits of diversity in their workplaces and about the need to diversify their community outreach. | 1.1a: LPC in partnership with GIA identify institutions and agencies which have had success in diversifying their workforce and solicit success stories from them – both from the institution’s perspective and from individual immigrant perspectives.  
1.1b: LPC to research examples from other communities of policies and practices that model a focus on diversity and outreach to immigrant communities | LIPC & GIA  
Institutions and agencies that have had success diversifying their workplaces (e.g., University of Guelph - Human Rights Division, Future Watch, Trellis, ALLIES, etc.) | 1 - 6 months | Research completed and report shared with LIP Council and other partners. |
| 1.2 Share local and other community examples (across sectors) of promising practices related to diversity within institutions and agencies and in their dealings with the public. | 1.2a: Develop a campaign based on telling workplace and immigrant success stories in order to share as models for other agencies and institutions (series of posters; include stories on appropriate websites; an immigrant of distinction award and institutional/agency employer award based on success stories, sharing stories through local publications, speakers at local events, etc.) | LIPC & GIA & other appropriate institutions/agencies who can be models of diversity policies and practices | 6 - 12 months | Leadership recruited to take lead role in the education campaign. |
| 1.3 Get commitment from local institutions and agencies to reflect diversity and address racism/discrimination in all of their policies and practices related to hiring, promoting, training, public information materials, use of volunteers, etc. | 1.3a: Bring together umbrella organizations that will, as above, use local models and models from other communities to inspire their members to adopt the necessary policies and practices. | LIPC reaching out to local networks and umbrella organizations like Volunteer Centre, Trellis & CMHA, Human Resources Professional Association, service provider networks in specific sectors, municipalities. | 12 - 18 months (and beyond) | LIPC expansion of education campaign above with local networks and umbrella organizations agreeing to use models to persuade their members to make the changes necessary to their policies and practices. (May include signed protocols by participating organizations) |

*NOTE: The three Action Strategies - A1.1, 1.2 and 1.3 - are focused on public institutions, government and not-for-profit organizations - not on the private sector.*
### Gap/need: B. Outreach by social, cultural, recreational and neighbourhood groups to immigrants

**STRATEGIC DIRECTION: B 1.** Social, cultural, recreational, neighbourhood and faith groups receive support in creating a supportive environment and spaces for increased interaction/sharing among diverse ethnic groups and between immigrants and established Canadian residents.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>IMPLEMENTATION</th>
<th>POTENTIAL PARTNERS</th>
<th>TIMELINE</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Create host/friendship program(s) for pairing established residents/families with immigrants in both urban and rural areas.</td>
<td>1.1a: Follow and support, where possible, the work already being undertaken to receive funding for a Host program and ensure it will meet both urban and rural needs.</td>
<td>Recipient(s) of funding for the Host program would be the lead.</td>
<td>6 - 12 months</td>
<td>Host family program designed and implemented with evaluation plan in place.</td>
</tr>
</tbody>
</table>
| 1.2 Increase the availability of, and encourage the use of, affordable public spaces for specific needs of immigrant/newcomer groups and for intercultural activities, including artistic, social, recreational and sports activities. | 1.2a: LPC to convene meeting of umbrella multicultural groups and interested ethnocultural associations to determine who will take the lead on this Action Strategy.  
1.2b: Lead organization or coalition from 1.2a above may involve umbrella sports, recreational and cultural organizations in a dialogue with representative from ethnocultural organizations about how to make cultural, recreational and sports organizations, facilities and activities more inclusive.  
1.2c: Recognizing this Strategic Direction is two-way process, umbrella organizations and associations develop a strategy to encourage immigrants to volunteer outside of their own communities. | LPC, Multicultural Festival,  
Immigrant Services Guelph-Wellington, ethnocultural associations and religious groups  
As above plus Volunteer Centre, Guelph Arts Council, Sports associations, Neighbourhood associations, seniors, youth, women and men’s groups,  
Municipal Parks and Recreation, YMCA, Downtown Galleries, Guelph Youth Sports Advisory Council, community event organizers. | 12 – 18 months | By month 13 a lead organization or coalition emerged committed to moving this forward.  
By month 17, a series of meetings held between lead organization or coalition and cultural, recreation, sports, neighbourhood organizations, municipalities, etc. resulting in concrete actions agreed to by those sectors for needed changes to ensure inclusiveness, including new approaches to volunteer recruitment from and support to immigrant volunteers.  
By month 18, lead organization or coalition developed plan for evaluating increased use of public spaces, increase in intercultural activities and increased volunteerism by immigrants outside of their own communities. |
2.7 Strategy Development

Conclusion

The LIP Strategy developed for Guelph-Wellington is based on the desire of many in the community, as reflected in the vision of GW-LIP, to ensure that immigrants to the area have the same possibilities as others to live in a caring, equitable community where everyone thrives. However, it was never intended that LIP alone take on the responsibility for settlement, because this Strategy is not just about a community that better serves its immigrant population, but about a community that becomes a better community as it benefits from the successful settlement and integration of immigrants. This makes the potential partnerships outlined in the Strategy crucial to its success. The development of those partnerships will not always be easy and it will take time to nurture them along the way. This will be a key role for the new LIP Council to play in bringing about the desired changes reflected in the Strategic Directions. That means an early follow-up with all of those who participated in this process is crucial to tapping into their enthusiasm and commitment.

At the same time, successful implementation of this Strategy cannot be seen as the end of the process of improving the settlement and integration of immigrants. While the Strategy Development charts outline extensive work for the GW-LIP Council and its community partners, other areas of concern still exist. Accessible, affordable housing for immigrants, for example, was often mentioned as an important issue that has not been addressed in the current Strategy. The LIP Council may decide in future:

- to address issues like housing or others that were acknowledged through the original needs and gaps identification by the LIP Council and community consultation participants (Appendix G);
- search for community partners that would be willing to take the lead on addressing a particular issue;
- advocate for specific government, agencies and institutions to take into account the needs of immigrants in their delivery of services or programs related to an issue.

In any case, the implementation of the GW-LIP Strategy will continue to be a dynamic process that involves ever-increasing numbers of community organizations and individuals.

Please refer to attached Strategy and Action Plan Timelines.
# Guelph Wellington Settlement Strategy & Action Plan Timeline

## Employment

**Gap/need:** A. Education/training opportunities that build on immigrants' skills/education/training/experience

**Strategic Direction:** A 1. Business, Government, Educational institutions recognize the value of the skills and experience which immigrants bring to Guelph-Wellington as potential employers.

1.1 Market the bottom-line benefits to employers and the community when all sectors work together to build on the skills/abilities/experience/education which immigrants bring to Guelph and Wellington County.

**Strategic Direction:** A 2. Immigrants' and employers' expectations regarding immigrant employment prospects are realistic and employers are involved in assisting immigrants build on their skills/education/experience within a Canadian context.

2.1 Develop new mentorship, bridging, job shadowing, "practice firms" programs for unemployed and underemployed Immigrants, with government or other financial support to businesses and industries which support those programs, especially small businesses.

2.2 Make information available to immigrants and potential immigrants about employment opportunities in Guelph-Wellington, both before and after arrival, that is current and realistic and includes information related to professional associations and unions.

**Gap/need:** B. Employment services that are responsive to both employers and immigrants needs

**Strategic Direction:** B 1. Employment service providers are fully informed and funded to match changing immigrant/newcomer skills/education/experience with changing employment realities.

1.1 Bring together employers from various sectors, employment service providers and immigrants so that all are fully informed about different language requirements, different workplace cultures, employment networking opportunities and about the variety of skills, education, training and experience that immigrants bring to Guelph-Wellington.

## English Language Training

**Gap/need:** A. Employment related English language training programs

**Strategic Direction:** A 1. A generic employment-related English language training program based on identified needs/gaps (e.g., communication skills beyond just reading & writing) is delivered in Guelph-Wellington.

1.1 Conduct an environmental scan of all English language training programs in Guelph-Wellington.

1.2 Strike a task force for coordination of English language training programs.

1.3 Develop the components of a generic employment-related English language training program and begin to explore how that program may best be delivered and by whom in both rural and urban communities.

**Strategic Direction:** A 2. A coordinated marketing strategy for existing employment-related English language programs.

2.1 - See 1.2 above

2.2 Determine what marketing strategies are best suited to spread information of existing English language programs (connecting users with providers) in Guelph and in Wellington County and develop a plan for use of appropriate strategies.

**Gap/need:** B. Transportation for all immigrants who need English language training services

**Strategic Direction:** B 1. Development of alternative English language training delivery models to reduce need for transportation.

1.1 Once the inventory of all current English language programs and services, urban and rural, is completed for Guelph-Wellington, explore successful alternative models in other communities.

1.2 Partner with local school boards, neighbourhood associations and other community organizations to develop alternative English language services closer to where immigrants live and work.

## Community Services/Programs

**Gap/need:** A. Access to/understanding of health care and education systems

**Strategic Direction:** A 1. All immigrants receive information in a timely manner as needed that informs them about local health & education systems and how to access them — in both urban and rural contexts.

1.1 Welcome Centres and/or Immigrant Service Centres develop standard information to share with immigrants, where possible in their language, about local health and education systems.

1.2 Existing settlement service providers partner with Public Health and School Boards to organize workshops for immigrants in local community facilities, about health and education systems.
<table>
<thead>
<tr>
<th>Strategic Direction: A 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Education staff understand the variety of immigrant experiences and have the ability/resources to hear and understand the real problems of individual immigrants.</td>
</tr>
</tbody>
</table>

- **Gap/Need:** A. Increased coordination and partnerships in all service sectors, focused on immigrant settlement.

**Strategic Direction: B 1.** Co-ordinated immigrant settlement services for seamless delivery.

1.1 Work toward identifying a lead agency that will facilitate urban and rural efforts to coordinate all immigrant settlement services.

1.2 Develop a “Welcome Centre” for Guelph-Wellington which will serve both Guelph and the rural communities (Wellington ISAP model of satellite delivery could be one alternative).

*Community Integration/Inclusion*

**Gap/Need:** A. The City of Guelph, Wellington County and community agencies need to diversify their workforce and workplaces to reflect the diversity of the community.

**Strategic Direction: A 1.** The City of Guelph, County of Wellington and community agencies are inspired and supported to diversify their workforce and workplaces.

1.1 Educate Guelph-Wellington institutions and agencies about the value and benefits of diversity in their workplaces and about the need to diversify their community outreach.

1.2 Share local and other community examples (across sectors) of promising practices related to diversity within institutions and agencies and in their dealings with the public.

1.3 Get commitment from local institutions and agencies to reflect diversity and address racism/discrimination in all of their policies and practices related to hiring, promoting, training, public information materials, use of volunteers, etc.

**Gap/Need:** B. Outreach by social, cultural, recreational and neighbourhood groups to immigrants.

**Strategic Direction: B 1.** Social, cultural, recreational, neighbourhood and faith groups receive support in creating a supportive environment and spaces for increased interaction/sharing among diverse ethnic groups and between immigrants and established Canadian residents.

1.1 Create host/friendship program(s) for pairing established residents/families with immigrants in both urban and rural areas.

1.2 Increase the availability of, and encourage the use of, affordable public spaces for specific needs of immigrant/newcomer groups and for intercultural activities, including artistic, social, recreational and sports activities.
SECTION 3
Achievements
and Next Steps

3.1 Guelph Wellington - LIP
Phase 1 Achievements

The importance of listening to understand has been significant throughout this planning process. Newcomers have shared their stories with us as have established immigrants, local businesses/employers, service providers, youth, people living and working in rural communities, entrepreneurs, etc. Their views and voices have identified ongoing community engagement as a strength of the Guelph Wellington – LIP. In addition, key components of the project have been monitored with all identified goals achieved. Please refer to Appendix I for a Guelph Wellington - LIP Evaluation Plan (Phase 1).

Two areas of further consideration are also highlighted. First, the need to have specific tasks for businesses/employers during the Implementation Phase will evolve from the Strategy. Second is the need to build on existing relationships to establish connections with networks, coalitions and other formal and informal structures that will enhance the implementation of the Strategy.

3.2 Interim Transitional Phase
Recommendations

To successfully position the implementation phase of the GW Settlement Strategy, a “Transitional Pre-implementation Phase” is required. The focus of this phase would be to allow for a transitioning from a community planning process to a collaborative community implementation process guided by the Guelph-Wellington Settlement Strategy. The present leadership Council has agreed to extend their period of involvement to provide leadership and oversight to the required interim work. Priorities during the interim period include:

- Establishment and Implementation of GW-LIP Governance Structure – This area of activity will focus on the recruitment, selection and orientation of members to provide leadership to the strategy. This component will also include a facilitated Results Based Accountability process by which the achievement of progress in all areas of priority will be measured.

- Compiling Priority Area Background Data/Information – Information summaries will be available for each GW Settlement Strategy priority area to support delivery groups as they begin to develop more detailed workplans for strategy implementation.

- Community Engagement & Promotion/Marketing of GW-LIP Strategy – Continued comprehensive promotion of the strategy throughout the community is necessary. This will also include the hosting of a GW-LIP Forum promoting the strategy and showcasing the existing capacity of the GW community in each of the priority areas.

3.3 Implementation Phase -
Recommended Governance Structure

Identification of the structure and role of each component of the governance model will take place during the Transitional Phase. The governance structure being recommended is one that best facilitates the implementation of the Action Strategies in the four areas of priority identified in the GW LIP Strategy. Governance model considerations and areas of further discussion include:

- Composition of Leadership Council and Delivery Groups to recognize and reflect capacity of the GW Community in identified areas of priority;
- Leadership Council and Delivery Groups to be multi-sectoral and representative of newcomers/immigrants, Guelph Inclusiveness Alliance, decision makers, direct service providers, etc.;
- Representation from Leadership Council on Delivery Groups;
- Frequency of meetings of each group;
- Reporting relationship between groups;
- Action Strategy Team Meetings – as required/identified based on work delegated by Delivery Groups.

“...it is like a stone being dropped in a pond ...the first couple of ripples are strong ...we need to continue to broaden the engagement to remain strong.”

LIP Council Member
3.4 Closing Comments

The Guelph Wellington Settlement Strategy is a foundation provided to the community from which collectively we must continue to build. The strategy presents an opportunity to continue working on both what has challenged us and what has inspired us. It is our opportunity to ensure that the vision that we designed for our community is achieved.

“We envision a caring, equitable community where everyone thrives.”
APPENDIX A

GUELPH WELLINGTON LIP TERMS OF REFERENCE
GUELPH WELLINGTON
IMMIGRATION PARTNERSHIP COUNCIL

Phase 1 Terms of Reference

November 2009
TABLE OF CONTENTS

1. Challenge and Opportunity ........................................... 3

2. Our Response .................................................................. 3

3. Our Vision ...................................................................... 4

4. Mission and Mandate ...................................................... 4

5. Guiding Values and Ethics .............................................. 4

6. Governance ..................................................................... 5
   6.1 Governance Model ...................................................... 5
   6.2. Project Sponsor .......................................................... 5
   6.3 Partnership Council ..................................................... 6
   6.4 Staff Support .............................................................. 7
   6.5 Decision-Making Authority .......................................... 7

7. Term .............................................................................. 7

8. Code of Conduct ............................................................ 7

Appendix A – Council Membership
Appendix B – Meeting Schedule
1. Challenge and Opportunity

Guelph and Wellington County need immigrant skills today and in the future. Recent reports note that:

- Canada’s aging population and relatively low birth rate will have an impact on Canada’s labour force; there will be a significant shortage of skilled workers.
- Canada’s future economic growth will, to a large extent, depend on immigration.
- Canadian communities are enriched by the experiences, talents and perspectives and investment that immigrants bring, contributing to vibrant places.

Immigrants comprise 21% of the total of the City of Guelph’s population and 11% of the County of Wellington’s population. Studies from the Conference Board of Canada and Statistics Canada suggest that at the current levels, immigration will account for 75% of the net population growth by 2011 and 100% by 2025, and 100% of net labour growth by 2011. These national trends are also reflected provincially and locally. Under Places to Grow (Ontario’s growth management plan), Guelph’s population is expected to increase from to 165,000 by 2031 with an average population growth rate of 1.5% by 2031, and the City’s employment is slated to increase by 31,000 by 2031.

2. Our Response

Establishing an Immigration Partnership Council and developing an immigration strategy will deliver significant benefits to Guelph and help resolve these challenges. An immigration strategy is part of planning for future growth, but it is also about creating a welcoming and sustainable community. It is critical to the success of any immigration-related initiative to build on existing work, partnerships and linkages in the community.

The Immigration Partnership Council will be a dynamic collaboration of community leaders from many sectors, including the immigrant service provider community, the settlement sector, business and public sector employers, community-based organizations, health, government, educational institutions and youth.

More specifically, the Immigration Partnership Council will enhance collaboration between multiple stakeholders in planning and coordinating the delivery of
integration services, including settlement, language training, and labour market integration.

3. Our Vision

We envision a caring, equitable community where everyone thrives.

4. Mission

The Local Immigration Partnership will provide direction and oversight into the development of a Guelph Wellington newcomer/immigration strategy, based on information collected through community consultations.

5. Mandate

The Immigration Partnership Council will:

- Facilitate and support the development of an Immigration Strategy for Guelph, Wellington including a comprehensive implementation plan and budget for Phase II
- Identify priorities and define critical points of investment
- Identify strategic partnerships
- Guide the mobilization of support and participation across multiple sectors
- Act as a catalyst to encourage the efforts of existing programs
- Guide efforts to secure technical and financial resources to carry out the implementation of strategy

5. Guiding Values and Ethics

Open/accessable
Inclusive
Meaningfulness
Collaborative
Respect for past and present experiences of immigrants

Principles outlined in the proposal include:

- Grounded in the experience of the local community
- Includes the perspective and participation of immigrants
- Builds on capacity that exists within the community
- Encourages shared leadership
- Transparent in making decisions/managing the project
- Strong communication to build awareness and support
- Inclusion of all sectors
6. Governance

6.1. Governance Model

**Partnership Council**: Provides strategic guidance to Project Manager who supports council to achieve mandate the LIP.

**Project Manager**: has day to day reporting and accountability to City.
6.2 Project Sponsor

The Immigration Partnership initiative is sponsored by the City of Guelph as the signatory to the contribution agreement with Citizenship and Immigration Canada. The City of Guelph, through the Community Services Department, will have final accountability to CIC for all monies and deliverables and will be considered the final decision making authority for the project on any matters related to the contract. In the unlikely event that the City will veto a decision made by the Partnership Council this veto will only be exercised when the action of the Partnership Council would violate the contractual agreement between the City and the CIC. If the City were to exercise a veto this would be clearly communicated to the Partnership Council prior to the veto.

The Community Services Department provides resources for project management, community engagement, financial and administrative activities, and assumes financial accountability for the project, monitoring the day-to-day progress of the creation of the local immigration partnership strategy. The Community Services Department is also the link to the Mayor and City Council.

6.3 Partnership Council

A Partnership Council of 15-20 leaders, including co-chairs, will provide strategic leadership to the development of an immigration strategy and implementation plan over the course of one year.

Responsibilities of the Immigration Partnership Council (not inclusive)

- Lead the development of a comprehensive immigration strategy for Guelph and Wellington
- Facilitate partnerships among stakeholders.
- Work collaboratively with service providers and ensure that the immigration strategy is aligned with other initiatives.
- Provide strategic guidance to the project manager.
- Guide a communications strategy.
- Prepare for Phase 2, which will be a separate Call for Proposals by Citizenship and Immigration Canada for initiatives that have been recommended as part of the comprehensive strategy developed by the Partnership Council.

Co-Chairs

A co-chair leadership role will spread the leadership workload and align with the Project Sponsor. The Co-Chairs will play three key roles:
1. Leaders, facilitators, and team builders for the Immigration Partnership Council, including presiding over Council meetings;
2. Principal overseers of the Partnership Council’s reports to stakeholders; and,
3. Chief spokespersons in representing the Partnership Council to reviewers, sponsors, and the public.

The Co-Chairs will be individuals who are able to inspire colleagues and keep them focused on the necessary effort to complete the initiative. The City will be one of the co-chairs and the other co-chair will be selected by the Partnership Council.

6.4 Staff Support

A full time project manager and project animator as well as a part time clerk and bookkeeper will provide project management, community engagement and administrative support, and will support the Immigration Partnership Council and the Project Advisory Committee. The project manager will report to the Manager of Integrated Services and Development at the Community Services Department.

6.5 Decision-Making Authority

For a Local Immigration Partnership Council meeting quorum to be achieved, a minimum of nine (9) members (including a Co-chair or their alternate) must be present. This represents 50% of the membership plus one.

All members are equal voting partners for decision-making that will be done on a consensus basis seeking 80% agreement.

Consensus is a process for group decision-making by which an entire group of people can come to an agreement. The input and ideas of all participants are gathered and synthesized to arrive at a final decision acceptable to all. Through consensus, we are not only working to achieve better solutions, but each member’s input is valued as part of the solution.

Consensus does not mean that everyone thinks that the decision made is necessarily the best one possible or even that they are sure it will work. What it does mean is that in coming to that decision, no one felt that her/his position on the matter was misunderstood or that it was not given a proper hearing.

7. Term

Phase 1 has duration of 12 months commencing November 1, 2009. The Council will meet on a monthly basis for a two hour meeting.

CIC will issue a separate Call for Proposals for initiatives that have been recommended as part of the comprehensive strategy developed by the Partnership Council.

8. Code of Conduct

Members of the Local Immigration Partnership Council have a duty to make decisions solely in terms of the best interest of the community. It is expected that the members will not engage in any behaviour or conduct that may be seen to be an attempt to gain, through their position as a member or co-chair, or through their knowledge or contacts gained as an Immigration Partnership Council member, any personal advantage, advancement, favour, influence, benefit, discount or other interest, for themselves, their spouses, their relatives, their friends, or the organization for which they work.

Council members must therefore declare any actual, potential or perceived conflict of interest.

There may be times when members will be required to treat discussions, documents or other information relating to the work of the committee in a confidential manner.

Members of the Partnership Council will commit themselves to the following:

• Shall work for the well being of all citizens of Guelph Wellington.
• Shall not use their membership for personal advantage, or the advantage of other individuals.
• Shall work with other members in a spirit of respect, openness, cooperation and proper decorum in spite of differences that may arise during discussion.
• Will not divulge confidential information that they may obtain in their capacity as a Partnership Council member.

In the event that there is a failure to comply with Code of Conduct guidelines the co-chairs will be responsible for addressing the issue with the member, and recommending a suitable course of action.
Appendix A: Council Membership
Local Immigration Partnership Council Membership
Revised July 13, 2010

<table>
<thead>
<tr>
<th>Sector</th>
<th>Organization/Leader/Connector</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government – City</td>
<td>Community Services, project sponsor, Co-Chair</td>
<td>Ann Pappert, Co-Chair</td>
</tr>
<tr>
<td>Government -County</td>
<td>Human Services: Employment, Ontario Works, Child care, Housing, Settlement</td>
<td>Valerie Saur</td>
</tr>
<tr>
<td>Government-Federal</td>
<td>Citizenship and Immigration Canada, funder</td>
<td>Kevin Kakonge</td>
</tr>
<tr>
<td>Business</td>
<td>Chamber of Commerce</td>
<td>Lloyd Longfield</td>
</tr>
<tr>
<td>Business</td>
<td>Financial sector – Scotia Bank</td>
<td>Christopher Love*</td>
</tr>
<tr>
<td>Business</td>
<td>Hydro- Human Resources</td>
<td>Nicole Mailloux</td>
</tr>
<tr>
<td>Education – Public elementary/secondary</td>
<td>English as a Second Language</td>
<td>Sheila Nicholas</td>
</tr>
<tr>
<td>Education – University</td>
<td>Human Rights &amp; Equity</td>
<td>Patrick Case</td>
</tr>
<tr>
<td>Education – Catholic elementary/secondary</td>
<td>Administration</td>
<td>Don Drone</td>
</tr>
<tr>
<td>Immigrant/Youth</td>
<td>Community Youth Representative -University of Guelph</td>
<td>Momina Mir</td>
</tr>
<tr>
<td>Immigrant serving/ health</td>
<td>Community Health Centre</td>
<td>Konnie Peet</td>
</tr>
<tr>
<td>Immigrant /neighbourhood/ Guelph</td>
<td>Onward Willow</td>
<td>Mitra Salarvand</td>
</tr>
<tr>
<td>Inclusiveness Alliance</td>
<td>Immigrant Services</td>
<td>Roya Rabbani</td>
</tr>
<tr>
<td>Immigrant serving agency</td>
<td>Family and Children’s Services</td>
<td>Daniel Moore</td>
</tr>
<tr>
<td>Human service agency</td>
<td>Artist /drummer/storyteller</td>
<td>Adwoa Badoe</td>
</tr>
<tr>
<td>Arts</td>
<td>Workforce Planning Board</td>
<td>Carol Simpson, Co-Chair</td>
</tr>
</tbody>
</table>

*Replacement for Farman Khan
## Appendix B: Schedule of Meetings

<table>
<thead>
<tr>
<th>Task</th>
<th>Date /Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gearing Up</strong></td>
<td></td>
</tr>
<tr>
<td>• Orientation</td>
<td>Nov 25th 10-12 Guelph City Hall Meeting Room B</td>
</tr>
<tr>
<td>• Develop Project Mission &amp; Vision</td>
<td>Dec 7th 9-12 Guelph City Hall Meeting Room A</td>
</tr>
<tr>
<td>• Inclusivity training</td>
<td>Jan 12, 2010 4 – 6pm Guelph City Hall Meeting Room B</td>
</tr>
<tr>
<td><strong>Developing the Strategy</strong></td>
<td></td>
</tr>
<tr>
<td>• Information Gathering update on environmental scan</td>
<td>Feb 2, 2010 4 – 6pm Guelph City Hall Meeting Room B</td>
</tr>
<tr>
<td>• Community Engagement</td>
<td>March 9, 2010 4 – 6pm Guelph City Hall Meeting Room B</td>
</tr>
<tr>
<td>• Environmental Scan and Literature Review</td>
<td>April 13, 2010 4 – 6pm Guelph City Hall Meeting Room B</td>
</tr>
<tr>
<td>• Strategy Elements Development</td>
<td>May 11, 2010 4 – 6pm Guelph City Hall Meeting Room B</td>
</tr>
<tr>
<td>• Strategy Elements Development</td>
<td>June 8, 2010 4 – 6pm Guelph City Hall Meeting Room B</td>
</tr>
<tr>
<td>• Review Draft Strategy</td>
<td>July 13, 2010 4 – 6pm Guelph City Hall Meeting Room B</td>
</tr>
<tr>
<td><strong>Development of Phase 2 &amp; Project Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>• Define elements for phase 2 funding request</td>
<td>Nov 9, 2010 4 – 6pm Guelph City Hall Meeting Room B</td>
</tr>
<tr>
<td>• Positioning for Phase 2 funding (detailed workplan)</td>
<td>Dec 14, 2010 4 – 6pm Guelph City Hall Meeting Room B</td>
</tr>
</tbody>
</table>
Phase A of the Immigration Strategy: Literature Review

Presented to the Guelph Local Immigration Partnership Council

March 2, 2010

Prepared by Wayland Consulting
Sarah V. Wayland, PhD and Ilene Hyman, PhD

Table of Contents

Executive Summary .................................................................................................................. 1
Introduction ............................................................................................................................... 2
Background ................................................................................................................................. 2
Research Methods ..................................................................................................................... 3
Findings ....................................................................................................................................... 4
1. Best Practices in Integration and Settlement – Principles and General Practices .............. 4
   1.1 Guidelines for Best Practices .......................................................................................... 5
   1.2 The Role of Immigrant Characteristics ......................................................................... 7
2. Best Practices in Labour Force Integration and Settlement .................................................. 9
   2.1 Access to information about local labour market conditions and opportunities .......... 10
   2.2 Meeting service gaps related to employment and language programs, and other settlement services .................................................................................................................. 11
   2.3 Access to Social and Professional Networks .................................................................. 12
   2.4 Access to Financial Assistance ...................................................................................... 13
   2.5 Access to Fair and Equitable Hiring and Promotion ......................................................... 13
3. Attraction and Retention to Smaller Centres ......................................................................... 15
   3.1 General Findings ............................................................................................................ 15
   3.2 The Smart Settlement Model ........................................................................................ 16
   3.3 Role of Municipal Governments ..................................................................................... 18
   3.4 Findings from Mid-sized Communities .......................................................................... 18
   3.5 Findings from Rural Communities .................................................................................. 19
   3.6 Findings about University Towns .................................................................................... 21
Next Steps ................................................................................................................................ 21
Annotated Bibliography of Key Sources .................................................................................. 22
Complete List of References ..................................................................................................... 28
Executive Summary

The dozens of articles, reports and websites included in this review highlight exemplary practices and programs in newcomer resettlement. Three main areas are covered: Best Practices in Integration and Settlement; Best Practices in Labour Force Integration and Settlement; and Attraction and Retention to Mid-sized Communities, Rural Areas, and University Towns. Practices and programs were identified that create welcoming and inclusive communities, enhance labour force participation and opportunities for newcomers and that strengthen local newcomer community social cohesion and capital.

The review identifies numerous key findings that are most relevant for a mid-sized, rural-urban mix community such as Guelph Wellington to successfully attract, settle, and retain newcomers:

- Attraction and retention are best achieved when diverse economic opportunities are available to newcomers, and the broader community and society provides a welcoming environment that includes appropriate social supports.

- Leadership and commitment from local government is essential to creating inclusive and welcoming communities.

- Key stakeholders in the community -- such as employers, training centres, and the university -- should work together to create economic opportunities, expand and target recruitment strategies and develop workplace initiatives to support and enhance newcomers work skills (for example, English language training and skills development).

- Obtaining “buy-in” from the larger community is also essential, and this can be achieved through public education campaigns, profiling the positive contributions that immigrants make, and building relationships among immigrants and Canadian-born populations.

- The positive settlement experiences of individuals, families and communities are closely associated with further immigration of family and friends. Research by Statistics Canada has shown that the single most significant reason an immigrant chooses a new home is the presence of relatives or friends who have already settled there.

- Partnership models for service delivery can be very effective in smaller communities. These include not only the standard federal-NGO partnerships found in the settlement sector, but also less traditional models such as between settlement organizations and health care providers, employment service providers, libraries, and schools. In smaller communities, referrals to external services can assist when service providers are unable to provide a full range of services, e.g., advanced language training or bridging programs.

- Centralized assessment and referral models can be very effective in smaller communities.

- Best practice principles should be considered in the implementation of any new or modified programs or services.
**Introduction**

Immigration selection is in most cases a federal responsibility, but the reality of settlement is local. People live in communities, interact with their neighbours and employers, and use local services, such as schools, libraries, and health care facilities. In recognition of this reality, Citizenship and Immigration Canada (CIC) has facilitated the creation of Local Immigration Partnerships in various municipalities around Ontario, including Guelph Wellington. CIC funding will help establish a local partnership council and support the development of models, strategies and projects that will assist new immigrants with their settlement.

This literature review is seen as a first step in the process for Guelph Wellington. The integration of newcomers and the creation of an inclusive community is a complex undertaking that involves many players working together in various formal or informal partnership arrangements: governments, educational institutions, immigrant serving agencies and other service providers, employers, ethnic associations, and family and friends. With this in mind, this review has been designed to provide a common base of knowledge among the local stakeholders developing an immigration strategy for this region. Its objective is to identify innovative and successful strategies to support the social and economic integration of immigrants that are recognized as “best practices” and to examine their suitability for a mid-sized community such as Guelph Wellington with a rural-urban mix.

**Background**

The vast majority of immigrants to Canada settle in and around the three “gateway” cities of Toronto, Vancouver and Montreal. However, immigration to smaller urban centres, known as second and third tier cities, is receiving increased attention as a win-win combination -- benefitting both the newcomers and the receiving cities (Frideres, 2006). In May 2001, CIC released a special study on the settlement trends of newcomers in Canada that recommended a regionalization of Canadian immigration policy. Recognizing the nationwide demographic imbalance caused by the concentration of immigrants in the gateway cities, the study called for “a more balanced geographic distribution of immigrants” in smaller urban centres as well as rural and remote areas (CIC, 2001). With increasing labour shortages, economic disparities, aging populations and the out-migration of youth, ongoing immigration is seen as critical to municipal and regional growth and sustainability. Data further suggest that immigrants who live outside the three gateway cities have lower unemployment rates (CIC, 2005).

Critics of regionalizing immigration argue that it has become an interest in some communities only because of labour market needs, not out of any desire to become more welcoming or more diverse. For immigration to succeed in the smaller cities and regions of Canada, research indicates that economic opportunity must be backed by a strong, supportive community (Coombs-Thorne & Warren, 2007). Authors of a widely-cited document on this topic argue that successful outcomes depend on moving beyond “welcome services” to “the full spectrum of enabling and empowering community connections and access to local social, political, and
economic institutions” (Triple S. Community-building, 2005: 22). It is not enough for smaller centres to be welcoming; they must have infrastructures, systems and supports in place that promote comprehensive community inclusion.1 Otherwise, the geographic dispersal of immigrants may result in negative outcomes such as hampered social integration and heightened health risk (Simich et al., 2002).

All of the above speaks to the needs of smaller urban centres such as Guelph Wellington to attract and retain immigrants. Once used primarily in the fields of human resources and employment (e.g., attraction and retention of top talent), the term “attraction and retention” has become in recent years a sort of imperative for second- and third-tier cities wanting to increase numbers of immigrants in their communities. Although there are certainly differences in what may entice newcomers to a community as opposed to what will compel them to remain there, “attraction and retention” have largely been used as a single phrase, with little distinction between the two strategies (e.g., National Working Group on Small Centre Strategies, 2007; Thurston, 2008; Cook & Pruegger, 2003; see Krahn, Derwing and Abu-Laban, 2005 for an exception). Attraction and retention are of course highly complementary, and most communities are interested in them as a package deal. The University of Guelph, for example, attracts various types of foreign students and immigrants, and this has many positive benefits for the local economy and society. However, if they all leave after only a few years in the area, the benefits will be short-lived. Ideally, attraction and retention build on each other, creating an environment in which newcomers will thrive.

**Research Methods**

This literature review was designed to contribute to the capacity of Guelph’s Local Immigration Partnership Council to recommend promising policies and strategies aimed at the social and economic integration of newcomers, and the creation of an inclusive community. It is believed that implementing an ideal mix of such policies and strategies will help attract and retain newcomers to Guelph Wellington. The literature review consisted of three elements:

1. **Academic/Peer Reviewed articles**: Electronic search using Scholar’s Portal which includes major academic databases. Search parameters were limited to January 2005 to present. Key words: newcomer, immigrants, social integration OR settlement services AND evaluation or best practices. The search identified 77 articles of which only four were deemed relevant to the current review.

2. **Grey literature**: government reports, municipal websites, Metropolis/CERIS websites (including CERIS virtual library), settlement.org, OCASI, TRIEC, Maytree Foundation, and more.

3. **CERIS resource centre** to identify other documents (e.g., InScan) in hard copy.

---

1 These ideas are presented in more detail in the section of this paper that addresses attraction and retention to mid-sized communities.
It was apparent from the onset that there were several challenges to the task of identifying “best practices” in integration. First, there was no consensus in the scholarly literature and reports as to what “integration” means (further discussed in the following section). Second, there has been little formal evaluation of “best practices.” This stems from the lack of consensus regarding integration indicators, the lack of capacity among most service providers to do evaluative research, and the difficulty of evaluating programs with multiple components and that may involve multiple partners. In fact, success for municipalities and provinces was commonly perceived in terms of attracting and retaining immigrants, though in fact these may have occurred for reasons outside the scope of policies and programs. Sometimes people migrate to an area despite poor services, for example, if there is a strong economic incentive.

Despite these challenges, we identified key documents that should be of great interest to members of the LIP Council. We have organized the findings from the literature review according to the following categories:

1. Best Practices in Integration and Settlement – Principles and General Practices

2. Best Practices in Integration and Settlement – Labour Force

3. Attraction and Retention to Mid-sized Communities, Rural Areas, and University Towns

In each section, a brief description of key sources is included. Each key source is also included in the Annotated Bibliography found at the end of this document.

**Findings**

1. Best Practices in Integration and Settlement – Principles and General Practices

**Key sources (see Annotated Bibliography for details):**


Cities of Migration website. [http://citiesofmigration.ca](http://citiesofmigration.ca)


Integration can be viewed as both a process and an outcome. As an outcome, integration has been conceptualized as both multidimensional (e.g., social, economic, civic) and time-dependent (e.g., short-term, intermediate, long-term). For example, immigrants may be well integrated in one domain of life, e.g., employment, but poorly integrated in other domains, e.g., political and cultural. Typically, the term “settlement” is used to describe the provision of: a) immediate needs such as shelter, food, clothing, information and orientation, basic language instruction, and other essential “reception” or early settlement services, and b) intermediate needs such as employment-specific language instruction, upgrading skills through education and training, access to health services, housing, and the legal system. Long-term integration goals include the removal of systemic barriers, full participation in Canadian society, and citizenship (Mwarigha, 2002).

1.1 Guidelines for Best Practices

The key features of successful integration policies and practices were identified in several international and Canadian reports. In an earlier report which continues to be cited to this day, the Canadian Council for Refugees proposed 12 guidelines for best settlement practices for refugees (Canadian Council for Refugees, 1998). Taken directly from the document, these are:

1. **Services are accessible to all who need them.** This includes providing a welcoming environment; offering services in the client's own language, where possible and appropriate; offering culturally appropriate services; offering childcare, where appropriate; having a geographically accessible site and/or addressing clients' need for transportation; having a physically accessible site.

2. **Services are offered in an inclusive manner, respectful of, and sensitive to, diversity.** This includes recognizing the diversity of needs and experiences (e.g. young, old, highly educated, those without education, singles, families), offering non-judgmental services; and respecting different perspectives within newcomer communities.

3. **Clients are empowered by services.** Client empowerment is assured by fostering independence in clients meaningful membership and participation of clients in the Board; encouraging client involvement in all areas of the organization; and involving clients as volunteers.

4. **Services respond to needs as defined by users.** This includes undertaking an individual assessment for each client of needs, expectations, goals and priorities; assessment of the needs and priorities of newcomer communities and the host society; involving newcomers in needs assessments; ongoing assessment of whether services continue to meet needs; listening to clients and communities served; and responding to the particular needs of refugees (recognition of differences, changing needs).
5. **Services take account of the complex, multifaceted, interrelated dimensions of settlement and integration.** This is achieved by recognizing the diversity of an individual's needs (physical, social, psychological, political, spiritual); responding wherever possible to a variety of needs at once; providing a range of services in one location ("one-stop"); and recognizing that integration is a long-term process.

6. **Services are delivered in a manner that fully respects the rights and dignity of the individual.** This is assured through maintaining confidentiality; offering services that are free of racism, sexism and other forms of discrimination; and offering a professional quality of services.

7. **Services are delivered in a manner that is culturally sensitive.** This includes having staff and volunteers from the same background as the clients served, and ensuring that service providers are knowledgeable about the culture of those being served.

8. **Services promote the development of newcomer communities and newcomer participation in the wider community, and develop communities that are welcoming of newcomers.** This includes giving priority to community building; investing in the development of newcomer communities; developing community leadership; and building bridges between communities.

9. **Services are delivered in a spirit of collaboration.** This is assured by promoting partnerships between organizations that build on strengths of each good working relationships; team-building; and communicating regularly with others and sharing information.

10. **Service delivery is made accountable to the communities served.** This is assured by evaluations conducted by the organization's Board, involving the participants, ongoing monitoring, and performance appraisals.

11. **Services are oriented towards promoting positive change in the lives of newcomer and in the capacity of society to offer equality of opportunity for all.** This includes advocating for improvements in policy; recognizing and building on the possibility of change in the lives of newcomers and in society; and developing new programs and new service models.

12. **Services are based on reliable, up-to-date information.** Reliability is assured by keeping information up-to-date, using social research, and exchanging information.

The importance of these principles were re-enforced in a report produced by the Public Policy Forum (Wong & Poisson, 2008) and the 2005 CIC evaluation of its settlement services (ISAP). The authors of the CIC evaluation recommended enhancing the role of local community-based service providers as they were considered to be the most cost-efficient and effective means of direct service delivery. The evaluation also recognized the importance of partnerships. Regional disparities in the ability to form partnerships were noted. It was suggested that more could be done to leverage the community base in many instances.
As previously mentioned, most of the articles retrieved described programs and policies aimed at immigrant integration but there was little formative evaluation of programs. Even among reports that identified promising policies and programs using pre-established criteria, these were largely based on consensus rather than empirical data. The documents provide a useful overview of some of the more successful programs and policies employed in various community, regional, and national jurisdictions.

1.2 The Role of Immigrant Characteristics

Despite the many common themes and strategies emerging from the literature on immigrant integration, various immigrant characteristics are associated with different types of challenges faced by immigrants and refugees. Immigrants are very heterogeneous, and as such they require a variety of programs and settlement supports. Critical intersections of race, ethnicity, gender, economic well-being and other factors create different levels of need and also erect different types of barriers to meeting need. In addition to individual level factors, macro and community-level factors such as social capital networks, racism, ethnic concentration and the urban geographic landscape are equally important.

The literature on settlement and integration speaks to the importance of recognizing differences among immigrants that stem from factors such as gender, age, and immigration category.

Gender. The norm of gender equity in this country, though it does not translate into actual equality between men and women in terms of earnings and visibility in public life, requires an adjustment on the part of many immigrants. Immigrant men may struggle with loss of status in Canada and the stresses of starting over. At the same time, barriers to labour market integration tend to hinder the social and cultural integration of immigrant women more than men. The disadvantage of immigrant women has been attributed to several factors including traditional divisions of labour that prevent women from taking advantage of training and employment opportunities due to their roles as caretakers of children and family (Tastsoglou & Preston, 2006: 1-7).

Age. Life-course frameworks that recognize the constantly shifting and evolving nature of need have been used in the health and social service fields (Policy Research Institute 2004). The life-course perspective recognizes that experiences and conditions from gestation through childhood, youth, and mid-life affect adult and later life needs and can even transmit across generations (Kuh and Ben-Shlomo 2004). In addition, the needs of immigrants vary according to how long they have been in their country of settlement.

Youth in particular are vulnerable as they are not old enough to access programs for newcomer adults, and yet they are too old to be easily integrated through the school system. Schools may be unequipped to deal with the intensity and complexity of needs experienced by immigrant youth. Citing Anisef & Kilbride (2000), Wong and Poisson state,

Although schools are well-positioned to play a key role in facilitating the integration of immigrant youth, common issues facing newcomer youth include language barriers and
the resulting social isolation from enrolling in English as a second language programs, as well as the lack of recognition of foreign educational qualifications… the ability of immigrant youth to adapt to a new context is tied to the integration of parents and their expectations as poor economic outcomes for the parents can exacerbate the disconnection from family, the country of origin, and the host society, leading to alienation, poor academic performance, and deviant behaviour linked to issues with self-esteem (2008: 13-14).

**Immigration category.** Skilled workers, family class immigrants, and refugees need different types of settlement supports. By definition, family class immigrants are joining family here and thus come with established social networks and housing. Skilled workers have work experience and more capacity in an official language, but they often lack social networks that can help them find appropriate housing and employment. Refugees need the most extensive initial supports. They often lack social networks and are the most likely to need orientation to living in modern cities and towns. Refugees may have physical and mental health challenges that stem from their original dislocation experiences. Experiences of trauma, violence, and oppression carry over into life in Canada, and special supports may be needed for such vulnerable populations. Refugees are particularly vulnerable to personal and social isolation and to stresses caused by family separation. At the same time, refugees are a diverse group of individuals in terms of demographics, education levels, and their eligibility for support and services (Wong & Poisson 2008, 14).

In addition the above variables that influence the settlement experience of newcomers, immigrants today come with various levels of capacity in an official language. Also, the vast majority of newcomers arrive from areas that are culturally distant from Canada, and many are members of racialized (non-white) communities. These factors impact their settlement experiences. Racialized persons -- whether immigrants or not -- have the worst employment outcomes in Canada. They have lower participation rates and higher unemployment rates compared to the total population (Teelucksingh and Galabuzi 2005: 6). The largest and most extensive studies of census data have found that members of racialized groups born in Canada face significant disadvantages in the labour market, though racial minority immigrants face even more disadvantage (cited in Reitz 2007a: 27). Overcoming discrimination and other factors that contribute to these outcomes requires public education that extends far beyond the provision of settlement services.

In sum, it is important to consider intersectionality, the ways in which various socially and culturally constructed categories (such as race/ethnicity, gender, immigrant status, age, sexual orientation, religion) do not act independently but rather interact on multiple levels creating a system of oppression that contribute to inequality in society. Any examination of newcomer experiences should recognize the multiple layers of factors that contribute to various types of oppression and inequality.

In view of the diversity of immigrants and refugees as well as the multiple ways in which integration is interpreted, analyzed, and promoted, it becomes clear why developing a systematic approach to measuring success and facilitating the process is almost impossible. At the same time, argue Wong and Poisson (2008, 14),
understanding integration and the factors that hinder or support the process is vital to the well-being and economic development of communities receiving immigrants and refugees; therefore, in the absence of clear benchmarks or indicators, the next best option for gaining a better understanding of integration is to combine the knowledge base of research with the practical evidence of community practice.

As such, the rest of this review looks at different types of strategies that have been implemented while keeping in mind the various considerations and key criteria emerging from research. We feel that this allows for a more flexible approach that recognizes the multiple paths to fostering inclusive communities.

2. Best Practices in Labour Force Integration and Settlement

Key sources:

Cities of Migration website. [http://citiesofmigration.ca](http://citiesofmigration.ca)


This section reviews best practices/exemplary programs in the area of labour force integration. Most of the findings come from a recently completed literature review conducted for the Region of Peel (Wayland & Goldberg, 2009), supplemented by the literature review completed above. Best practices are compiled to address five underlying needs of immigrants related to labour force integration:

1. Access to information about local labour market conditions and opportunities;
2. Meeting service gaps related to employment and language programs as well as other settlement supports;
3. Access to social and professional networks;
4. Access to financial assistance;
5. Access to fair and equitable hiring and promotion

Each of these is elaborated upon below. In addition, after a similar review, Wong and Poisson (2008: 29-30) conclude that two programs stand out in terms of their ability to support the labour market integration of newcomers: paid internships and programs that offer human resource supports to smaller employers. According to Wong and Poisson:
The benefits of paid internships are quite obvious as foreign-trained candidates are often faced with the financial burden of providing for their families as they simultaneously seek employment that is commensurate with their training and skills. As such, taking on a volunteer position may not even be an option when many of them have to work much longer hours in low-paying jobs to meet their financial needs.

On the other hand, many small to medium-sized organizations may not have the financial resources to offer such programs, especially when they are unfamiliar with foreign credentials and lack the human resources to ensure the proper orientation of internationally-trained professionals. Due to such constraints, programs that assist small organizations with the human resource challenges associated with hiring new immigrants encourage greater collaboration from employers. While providing support is a way to address the reluctance on the part of many employers to hire new immigrants, such supports make little sense when employers overlook the advantages of hiring foreign-trained professionals; therefore, informing employers is just as vital as informing jobseekers as proven by the positive outcomes of hireimmigrants.ca. (2008: 29-30)

In terms of general advice for Canadian employers, the recent Conference Board of Canada publication *Immigrant-Friendly Businesses: Effective Practices for Attracting, Integrating, and Retaining Immigrants in Canadian Workplaces* contains many suggestions. Their suggestions for attracting and retaining immigrants are three-fold:

- Many Canadian businesses need to seek out additional support from community and government stakeholders and to collaborate with them to maximize the potential and performance of immigrant employees.
- “Immigrant-friendly” businesses reach out to new Canadians by practicing expanded recruitment methods, supplying immigrant job seekers with information and training through community organizations, and providing help with workplace socialization through bridging and mentoring programs.
- “Immigrant-friendly” businesses recognize foreign qualifications by using assessment services of professional credentials or through in-house competency tests, assist immigrants with the credentialing process in occupations requiring Canadian credentials, and implement culturally sensitive recruitment and screening practices.

(Further details can be found in the Annotated Bibliography of this literature review.)

2.1 Access to information about local labour market conditions and opportunities

Immigrant professionals need access to clear, up-to-date, occupation specific, labour market information and guidance on licensing, employment, and education procedures that can help them in their route to employment. This information should be tailored and practical and come from official sources. It should be specific to their local labour markets. It should also be available in plain language or their first language and available immediately upon arrival or better yet prior to arrival.
Promising Examples
- Ontario: settlement.org and ontarioimmigration.ca. For internationally trained and educated individuals wishing to enter professional practice in Ontario, the Global Experience Ontario (GEO) resource centre provides information in person, by telephone and online and is also available for immigrants prior to arrival in Ontario. For internationally educated health professionals, the Access Centre for Internationally Educated Health Professionals specifically serves the 23 Health professions in the province.
- Regional: York region has its own immigrant portal at http://www.yorkwelcome.ca. It is also home to the York Region Welcome Centre (http://welcomecentre.ca), a recently-launched co-ordinated service delivery model. Five major agencies that provide help to immigrants have come together to be located under one roof. Services offered by the Welcome Centre include settlement and integration services, language training, accreditation and qualifications assistance, and employment supports. While this model contains many advantages, it is still new, and there has not been any evaluation thus far. Future research should follow this example to determine its success and its impact and usefulness in assisting immigrants.

2.2 Meeting service gaps related to employment and language programs, and other settlement services

Settlement programs must adequately prepare immigrants for educational, language, and skill requirements required in today’s job market within a knowledge economy. There is considerable variation among existing immigrant employment initiatives. They are funded by different levels of government or private institutions or foundations and offered through settlement or employment agencies, employers, or various educational institutions. The non-recognition of international credentials is considered to be one of the most significant and commonly encountered barriers to employment. Professional educational bridging programs are specifically designed to assist new immigrants who have completed their basic professional education in other countries and require additional education and/or training to meet Canadian licensing requirements and professional standards. The goal is to promote their rapid integration into the Canadian system through the acquisition of cultural, technical and literacy competency and also to provide the knowledge immigrants from other countries require to practice in Ontario workplaces. Some programs also provide placement opportunities and access to mentors to help immigrants gain Canadian experience.

Promising examples
- Accreditation Assistance Access Centre (AAAC) for Internationally Trained Professionals and Trades People (www.aaacentre.ca). The AAAC is an Employment Assistance Service, operated by York Region Neighbourhood Services Inc. Through this centre professional immigrants can get an interview with an Accreditation Facilitator, assistance developing an Accreditation Portfolio, receive individual instruction and group workshops on licensure and certification processes and counseling on pursuing alternatives to licensing career options.
- The Enhanced Language Training (ELT) Program for Internationally Educated Health Professionals http://www.ipgcanada.ca/elt.html
The International Pharmacy Graduate Program seeks to develop language training for internationally trained pharmacists and other internationally educated health professionals. This program will help develop the language skills necessary to communicate within a health profession in Canada and to prepare for entry to the IPG Program. This program is offered free of charge to qualified individuals.

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

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

### 2.3 Access to Social and Professional Networks

Although immigrants have their own extensive ethnic networks, they often lack the social networks that can link them to information about quality job opportunities. Not being connected to broader social and professional networks is a significant disadvantage in a society such as Canada’s that rewards networking. Mentorships are one means of optimizing the human capital immigrants bring with them and exploiting the transferable skills of underemployed immigrants in Peel. Working from the premise that change happens one person at a time, mentorship programs are a simple, straightforward means of improving the employment prospects of newcomers. The objective is to give skilled newcomers the connections and knowledge that can only be gained from experience in the workforce. In the program, new immigrants are matched with mentors who share the same profession. In general research has shown the success of mentorship programs. In focus groups of visible minorities run by the Conference Board of Canada, participants said that mentors had been instrumental to their professional development. Other research in this area found that racial minorities who were most successful in their careers almost always have a strong network of mentors (Conference Board of Canada 2004: 6).

**Promising examples**
- **The Mentoring Partnership (TMP)**, an initiative of TRIEC (Toronto Region Immigrant Employment Council), a collaboration of community organisations and corporate partners that brings together skilled immigrants and established professionals in occupation specific mentoring relationships. In this program, mentors share their knowledge and experience by giving 24 hours of their time over a four-month period to help their mentee navigate the job search process. This program is currently being expanded for province-wide delivery and will be funded under the new Employment Ontario service delivery framework. This program was also identified by Cities of Migration as a ‘good idea’.

- **Maytree’s ALLIES project**, which takes the TRIEC model to cities across Canada. ALLIES (Assisting Local Leaders with Immigrant Employment Strategies) is a project jointly funded by Maytree and [The J.W. McConnell Family Foundation](https://www.mcconnellfoundation.ca). ALLIES provides funding, information, networks and technical expertise to Canadian cities so that they can successfully adapt and implement local ideas for skilled immigrants to find suitable employment.

### 2.4 Access to Financial Assistance

The initial process of settling in a new place is a very costly endeavor. Research has also shown that it takes considerable time for immigrants to find a good job in their new destination. As their savings run out, immigrants tend to take any job, even if it does not utilize their human capital. Financial support to newcomers so that they can improve their language skills and focus on finding quality employment can help immensely. In particular, immigrants may face expenses related to accessing their profession. These include coursework needed to upgrade or get recognition for previous education, licensing examination fees and study materials, and the like. Loan programs to cover these expenses can be the motivating factor enabling a newcomer to work in his or her field.

**Promising examples**

- **Immigrant Employment Loans from the Maytree Foundation**. The Maytree Foundation in Toronto has the most established immigrant loan program. In 2006, of the 90 loans that had been granted, there had been only four defaults, a lower default percentage than is usually experienced by commercial banks (Wayland 2006: 27). Loans of up to $5,000 cover an assessment of credentials, examination and professional association fees.

- **Immigrant Access Fund of the Calgary Foundation**. More recently, the Calgary Foundation created the Immigrant Access Fund with the objective of providing micro loans for the accreditation, training and upgrading of internationally trained immigrants. Loans of up to $5,000 cover an assessment of credentials, examination and professional association fees.

### 2.5 Access to Fair and Equitable Hiring and Promotion

Employers have a large part to play in providing access to opportunities for newcomers to gain the Canadian experience and exposure to Ontario workplace procedures lacking by newcomers. However, cross cultural misunderstandings and misplaced perceptions and expectations on both sides can stand in the way of newcomers’ success in the labour market. Furthermore, employers
have indicated that the needs of small- and medium-sized enterprises (SMEs) are not currently met by existing immigration-related programs. Many SMEs do not have human resource departments or staff, thus existing programs do not work as well because of their heavy reporting requirements and red tape (Canadian and Labour Business Centre 2005). Internships can be one means of access into the labour market. On the obvious level they provide the Canadian work experience which so many immigrant professionals claim as a major access barrier. They also provide on the job orientation, communication, and Ontario specific workplace procedures. They can also provide access to networks and contacts for other positions. Occupational regulatory bodies are important stakeholders in the area of access to the professions for internationally educated individuals. Major tensions exist between the societal need to meet the increasing demand for skilled workers and the regulatory bodies entrusted with the duty to protect the public by ensuring high standards within the professions. However, there are certain things occupational bodies can be encouraged to do to facilitate access to licensure and certification and they are making progress in this area. After years of discussion, the passage of Ontario Bill 124 provides a strong starting point for improving access.

**Promising Examples**
- The Ontario Public Service Internship Program for Internationally Trained Individuals places qualified newcomers in six month paid assignments in the Ontario Public Service.
- **Career Bridge**. Career Bridge internships are paid positions that last up to 12 months for job-ready immigrants that are legally able to work in Canada. This program was launched by TRIEC, and has had an 87% success rate of helping immigrants find appropriate full time employment (Wayland, 2007).
- **Basic Education for Skills Training** program was negotiated by the CAW with the Big Three auto companies. This program is funded out of contract agreements with these employers and delivers basic literacy and ESL to participants for up to four hours a week for 37 weeks. Some of the participants are foreign-trained workers, and some are Canadians who need literacy supports. Other unions are also using the BEST program.
- The CAW also sponsors a sensitivity program called *Building Respectful Workplaces*, which deals with respecting fellow workers. This program is also funded through negotiated agreement with employers and it promotes respect and equity in the workplace. The union has also undertaken some collective agreement translation; in one case the collective agreement was translated to Vietnamese at the union’s expense.
- The strategic implementation of incentives to encourage the employment of highly qualified and trained individuals. The incentives that are considered the most beneficial to employers, and to immigrants, are: occupation-specific language training, skills matching database, sponsored internships or mentoring programs, occupations information prior to arrival, creation of an local assessment centre, wage-subsidy, assistance of regulatory bodies, and advertising campaigns (Coombs-Thorne & Warren, 2007).
3. Attraction and Retention to Smaller Centres

Key sources


3.1 General Findings

The Longitudinal Study of Immigrants to Canada found that a majority of immigrants cited family and friends as the primary reason for choosing their settlement destination. In thinking about immigrant attraction, initial attraction is quite likely to be determined by social connections, such as the presence of family. Factors that prevent newcomers from migrating outside the large gateway cities, then, include the absence of social networks in smaller communities. A lack of infrastructure to facilitate immigrant settlement, such as lack of settlement services and poor public transit, is also a factor. In depressed areas where out-migration of youth already exists, the perceptions that immigrants are taking jobs away can be another factor inhibiting migration to such areas (cited in Lusis 2007).

As Walton-Roberts found in her study of the successful integration of Sikh immigrants in the Squamish, B.C. area, employment provided numerous benefits to newcomers. Employment not only provided economic security but also ensured wider community acceptance and active integration at the workplace (Walton-Roberts 2005). In their introduction to the Special Issue of Canadian Ethnic Studies entitled “Thinking about Immigration outside of Canada’s Metropolitan Centres,” the authors note that – in the longer term -- settlement and integration are positively correlated with the presence of a developed and diversified economic base (Laaroussi and Walton-Roberts 2005). As important, however, is the need to include immigrants as full members of the communities in which they settle. According to Walton Roberts:
The need to imagine and involve immigrants as central actors in wider community roles, be it as employees of local government, members on management boards of community groups, immigrant serving agencies, neighbourhood groups, and schools etc., is central to immigrant retention and building healthy, diverse communities (2007: 18).

In brief, attraction and retention is built on several key factors, most notably economic opportunities and acceptance and inclusion into the receiving community.

In 2007 the National Working Group on Smaller Centre Strategies received funding from CIC to develop a “tool box” of ideas for attracting and retaining immigrants for smaller centres (National Working Group on Small Centre Strategies, 2007). Entitled Attracting and Retaining Immigrants, the tool box contains various information and ideas to help diverse smaller centres to successfully implement strategies for attracting and retaining newcomers. Topics covered include Canada’s population picture, the importance of community consensus and how to build it, Canada’s immigration laws, getting organized, important key factors like family ties, employment and housing, attracting people whether immigrants or others, and the many attributes of a welcoming community and how to develop them. It also includes resources and “best practices” from across Canada in the areas of preparing the host community (e.g., community development, identifying a champion), creating employment, housing, language training, enhancing opportunities through financial incentives, creating welcoming communities and the implementation of early settlement supports. The report’s content is intended to generate ideas with respect to how they might be adapted to a local community context. The tool box also offers critical tools that can be used to assess a community’s state of readiness.

3.2 The Smart Settlement Model

At a time when the Immigration Minister was very interested in the regional dispersal of immigrants around the country, Policy Roundtable Mobilizing Professions and Trades (PROMPT) released its Smart Settlement report based on extensive consultations and discussion (Triple S. Community-building, 2005). The widely-cited report promoted a model that would use community development processes to attract and retain immigrants to smaller cities in Ontario. The model focuses on creating horizontal relationships between migrants and receiving communities. It is a model of community building rather than attracting and utilizing immigrants as labour commodities.

There are three key building blocks for cities to promote sustainable immigrant settlement. These three building blocks are based on the founding concepts of leadership, social and human capital:

1. Proactive local leadership, e.g., a champion such as the mayor

2. Proactive local systems/institutions
   • Need to create a barrier free locale
   • City institutions are key players because they can create opportunities in public places and through events for positive encounters between immigrants and receiving
communities. In addition, municipalities have custody of many public assets such as social housing, recreation and police services, transportation and economic development.

3. Proactive and Collaborative Local Educational and Training Institutions: According to the report,

Local Institutions that foster an effective and meaningful environment of learning and educational advancement are less likely to have a population that feels isolated by virtue of small size and geographic distance from large cities. Sustainable communities need to develop human capital in more dynamic forms than the traditional formal qualifications acquired in schools, colleges and universities. Human capital in this context needs to include the range of cultural and context-specific knowledge that people need to enhance their personal, social and economic well-being. The key to a sustainable smart settlement model is to ensure that immigrants - and other marginalized populations - have access to a local or regional infrastructure for learning and advancement of human capital.

The report goes on to outline a number of key steps that communities can undertake in order to jump start action to support the goal of achieving long term sustainable settlement of immigrants and to build inclusive communities (copied directly from *Smart Settlement*, pp.18-19):

1) Exercise active leadership either directly through a senior elected official or appointed community facilitator with extensive authority and influence in the community. The leader should be a person who understands the necessary ingredients of community building, including external and internal resources, and local, provincial and federal supports.

2) Undertake extensive education of the local community about the economic and social context of community building, and especially the potential role of immigration in revitalizing or enhancing the fortunes of the community. This will require the development of a local communications and education strategy.

3) Undertake a number of show-case initiatives to demonstrate the benefits to community of the fresh new ideas contributed by immigrants, the scope of work needed to support community building, and the partnerships and resources required to make community building initiatives succeed. Pilot initiatives should include ways to connect new immigrants to local networks, and connect local institutions with immigrant-serving agencies locally or in gateway cities like Toronto. They should also demonstrate collaborative action of local and provincial education and training institutions or forums like CON*NECT in Ontario.

4) Share with the broader community the progress and outcomes of showcase initiatives.

5) Embark upon a community visioning process and agree on key initiatives and a set of desired outcomes related to the sustainable settlement of immigrants in the context of community building.

6) Set up a local structure of working groups to implement key initiatives in the areas of: a) eliminating barriers to settlement through the collaboration of local and external institutions; b)
enabling social connections; and c) promoting learning and advancement of human capital. d) Then, monitor progress towards sustainable settlement outcomes.

7) All of this work needs to be carried out with the active participation and input of newcomer communities. These initiatives cannot merely 'come down from head office'.

### 3.3 Role of Municipal Governments

Municipalities across Canada have worked to address integration issues at the local level, including building partnerships with community organizations (Can. Fed. of Municipalities, 2009; Wallace & Friskin 2004). Tossutti (2009) employed a case-oriented research design to review how six municipal governments (Toronto, Brampton, Calgary, Edmonton, Abbotsford and Vancouver) addressed immigration and settlement in their policies, programs and practices. She concluded that local government policies have a stronger influence on successful settlement and integration than the size of the newcomer community or provincial contextual variables.

Municipalities also have a major role to play in addressing structural factors that impede social inclusion and the creation of safe, inclusive and welcoming communities while at the same time building cultural and geographic community social capital and cohesion (Federation of Canadian Municipalities, 2009; Tossutti, 2009). According to McIsaac (2003), it is not just a matter of financial support. Municipalities/regions also need to provide policy direction on issues that are local in nature and to effectively convene business, educational institutions, immigrant groups and other stakeholders to identify the relevant programs and services needed. Municipalities across Canada have increasingly recognized their stake in the settlement process, and have worked to address these issues at the local level, including building partnerships with community organizations (Fed. of Canadian Municipalities, 2009; Wallace & Friskin 2004) and identifying services required by second and third tier cities (Krahn et al., 2003; Walton-Roberts, 2008).

We also identified numerous descriptive reports of initiatives promoted and/or adopted in mid-sized and rural communities, mainly for the purpose of attracting and retaining immigrants. These are described here.

### 3.4 Findings from Mid-sized Communities

**Winnipeg, Manitoba** (pop. = 633,000) is frequently cited as a model for the successful integration of newcomers. According to Leo & August (2009), strong local government involvement has been key to Winnipeg’s success. Also, ethnocultural organizations and the

---

2 Manitoba has a unique Settlement Services Agreement which gives the province control over the design, administration and delivery of settlement services. Its provincial nominee program has made a very significant impact on smaller municipalities and their economic development. The key features of Manitoba’s Settlement Strategy include: Pre-arrival information, Centralized initial information and orientation, Centralized assessment and referral (e.g. ENTRY program in Winnipeg), Settlement and community supports, Employment supports, Support for the recognition of academic and professional credentials, Specialized settlement programs, Service-delivery supports, Field development and Systemic change and policy development (see Framework for a Manitoba Strategy on Qualifications Recognition).
networks they create has affected immigration to the area. In his Winnipeg-based study, Chekki (2006) explained the growth of the Filipino population in Winnipeg because, among other factors, new arrivals from the Philippines immediately felt part of a relatively well-established ethnic community. There was a high degree of diversity and heterogeneity in the NGOs, including ethnic organizations that were interviewed for his study. They not only provided much needed social capital and culturally sensitive services to immigrants, they also helped immigrants to develop social networks and reinforce their ethnic identity.

**Waterloo, Ontario (pop. = 100,000).** The proactive and reactive measures to address immigrant employment in Waterloo were described by Abu-Ayyash & Brochu (2006), including the Waterloo Region Immigrant Skills Summit. Under the leadership of the Centre for Research and Education in Human Services (CREHS), a local non-profit community research organization, the Summit (2005) was attended by over 175 people from six stakeholder segments: immigrant leaders, business, community-based organizations, government, education, and non-government funders. The Summit generated significant input and feedback to the action plans, among which was the establishment of a Waterloo Region Immigrant Employment Network (WRIEN). A formal evaluation of the WRIEN conducted in 2007 identified two types of tangible change: increased resources for labour market integration initiatives and improved region-wide systemic advocacy and better lobbying of senior governments (Wayland, 2007). Despite these advances, interviews suggest a lack of involvement by local municipalities, and a survey by WRIEN found that only 2% of public sector hires in the region were of immigrants (cited in Walton-Roberts 2007, 18).

Descriptions of local integration strategies employed in smaller communities such as Sherbrooke, London, Sudbury, Halifax, PEI, Moncton, appear in the publication *Our Diverse Cities* (2006, 2007). What these have in common is their focus on attracting and retaining immigrants without the infrastructures and resources available in larger centres. Overall, the articles argue that employment opportunities, social support, language, amenities, and community response continue to provide the key factors influencing both recruitment and retention of immigrants

### 3.5 Findings from Rural Communities

Several recent articles have focused on immigration to rural areas. Rural communities lack the infrastructure and population that is enjoyed by larger centres, and thus face difficulties in organizing ethnocultural communities and providing requisite services to newcomers. The major issues identified in the literature were lack of accessible language services for employed newcomers, lack of transportation, and lack of coordination among service providers. In their review of the needs and experiences of newcomers accessing services in Brandon, Manitoba (pop. 42,000), Zehtab-Martin & Beesley (2007) made several recommendations:

- Implementation of a “navigator system” in which immigrants would be matched to a person or agency who could help them get oriented to life in Canada and track their progress. The matching should take place at the pre-migration stage.
Expanding the use of cooperatives to include immigrants. Cooperatives are self-sufficient, community-based initiatives that create economic opportunities locally. They generate and retain local wealth and provide employment opportunities while meeting specific needs of the area in which they operate. Throughout history, rural communities have relied on community cooperation as a means of addressing local problems and challenges. Examples of other successful cooperatives can be found in RDI (2009).

In their examination of settlement patterns across rural Ontario, Di Biase and Bauder (2005) found uneven settlement, with some rural areas having high rates of immigrant concentration. Although these patterns did not appear to coordinate with labour market opportunities, the authors did conclude that economic opportunities were the key to attracting immigrants to rural areas: “Only the promise of better employment will attract immigrants away from urban centres that offer a sufficient level of immigrant services, high access to ethnic networks, and a range of cultural institutions that rural areas and small towns are unable to provide.” (p.131). Based on interviews, Di Biase and Bauder (2005: 131) made several recommendations for attracting immigrants to smaller communities:

- Smaller cities and need to provide adequate settlement and employment services to immigrants.
- Information about existence of such services must reach immigrants in order to influence their settlement decisions, e.g., Internet or outreach programs.
- Immigrants’ skills should be coordinated with local economic development strategies (also a finding of earlier research). Opportunities to work in one’s field of training are strong attractors.

A third study used immigrant interviews in three Ontario communities (Bradford, Strathroy and Tillsonburg) to identify and analyze the formal and informal institutions that link workers to labour markets as well as to areas of settlement (Leach, et al, 2007: 118-119). The authors found that immigrant labour has expanded into a wider group of industries that now includes not only farming but also food processing and industrial manufacturing. Immigrants are filling rural jobs in skilled, semi-skilled and unskilled positions, and immigrant populations in these communities have become more diverse over the years. They also found that many immigrants who work in rural areas commute from larger urban centres. Immigrants are inhibited from settling in rural areas due to poor public infrastructure (including transportation systems and social services), fewer continuing education opportunities, limited daycare availability, lack of affordable housing (apartments), the contingent nature of their jobs, and an absence of cultural and social institutions and support systems. According to the authors, “rural municipalities have tended to focus their efforts on recruiting and retaining investment, and hence expanding employment opportunities, but have lagged behind in building the social and physical infrastructure that will encourage (im)migrant workers to make rural communities their permanent homes.” (p. 118) Finally, they found that firms located in rural communities that offer competitive wages were less likely to report recruitment or retention problems, as were firms in industrial manufacturing.
3.6 Findings about University Towns

Two Canadian articles were found that focused specifically how university towns can attract and retain immigrants. One profiled a survey of international students attending university in Atlantic Canada (LeBrun and Rebelo, 2006). According to the authors, more than half of the students surveyed cited full-time employment, welcoming community, social supports, cost of living, and quality of life as ‘very,’ or ‘extremely important’ when considering applying for permanent residency (PR) in Canada. However, the lengthy immigration process, the inability to find employment, and the absence of job opportunities appear to have significant influence over students’ decisions not to apply for PR in Canada while the availability of support services and a welcoming community barely factor into the decision. (p. 138)

The authors do not explain these seemingly contradictory findings.

A second study looked closer to home at Kitchener-Waterloo. In her case study of Kitchener-Waterloo, Walton Roberts (2008: i-ii) found the two local universities “attract immigrants to the region, and assist in their subsequent integration by creating spaces that are perceived as being safe and free from discrimination.” Students move to Waterloo from abroad as well as from larger urban centres to attend university, causing the university to become a hub for ethnic community presence. This trend could be built upon to increase permanent migration to a region. However, Walton-Roberts cautions against the ethics of taking international students who pay higher tuition rates and have no access to provincial supports and plugging them into local labour markets. A more ethical strategy would include “greater support for refugee scholarships and bursaries, enhanced matching grants programs, widespread support for scholars-at-risk programs, and greater government fiscal support for low-income and international students” (p. 23). According to Walton-Roberts, universities should demand these and other options for international students.

Next Steps

What we have presented here is only a fraction of practices and findings in this field. However, we are confident not only that it represents top research, but also that it will provide a rich foundation for the next steps taken by decision makers in Guelph Wellington. An Annotated Bibliography of the most useful sources is included in the following section, and readers are encouraged to take the next step of consulting those sources first hand for more detailed ideas and analysis.

It will now be up to members of the LIP Council to identify local priorities and then to mobilize and engage key stakeholders in this process. Whatever “best practices” are selected and pursued in Guelph Wellington, they will have to be adapted to the local context, including the newcomer community served.
Annotated Bibliography of Key Sources


This report proposes 12 guidelines for best practices in settlement services and makes suggestions for appropriate programs. They are Access; Inclusion; Client empowerment; User-defined services; Holistic approach; Respect for the individual; Cultural sensitivity; Community development; Collaboration; Accountability; Orientation towards positive change; and Reliability.


This initiative of the Maytree Foundation seeks to improve the integration of urban migrants in cities around the world through the exchange of successful practices and learning activities. Cities of Migration is anchored by an interactive website serving all those with a stake in immigrant integration in cities – settlement workers, agency heads, government, business leaders, planners and more. The Cities of Migration website features “100 Good Ideas in Integration,” a curated collection of innovative, practical and successful local integration practices drawn from cities across the globe. Good ideas are grouped according to the themes live, work, learn, connect and plan. Personal communication with this group revealed that new “gateway cities” in North America (e.g., Fort Wayne, Indiana (250,000), Littleton, Colorado (43,000)) recently signed on to the new Municipal Action on Immigrant Integration program launched by the US National League of Cities. Littleton has been recognized internationally, most recently by the Migration Policy Institute’s E Pluribus Unum competition: http://www.migrationinformation.org/integrationawards/winners-littleton.cfm.


This report describes the evaluation of the ISAP program with respect to the appropriateness of the Current Delivery Model; Overall Success of the Program; and Adequacy of Capacity and Service Gaps. Findings suggested that current government – NGO model of service delivery was best. However, there were striking regional differences in the overall success of the ISAP program. In the Atlantic and the Prairie and Northern Territories regions, two-thirds of users considered the services to be appropriate, while in Ontario, only 48 percent considered them to be appropriate.

There was ample evidence that community-based service providers were the most effective and efficient means for delivering settlement programs and services. Community-based providers were considered to flexible and adaptable. Other promising models were included: smaller cities that offered a one-stop-shop for all programs, and settlement service providers that had
established partnerships and were co-located with other services (e.g., health unit, Human Resources and Skills Development Canada (HRSDC).

Two types of partnerships were considered to be important for success. In the first case, service providers who partnered with other community organizations that delivered services either jointly or on behalf of the settlement service provider. In the second case, service providers who partnered with other community service providers or organizations for referrals. Service providers with a well-developed referral network were considered to be better placed to meet clients’ needs since they could refer clients to other organizations with specialized service, such as trauma counselling. Key informants reported having a range of networks and partners, from employment contacts to health units. However, partnerships were not commonplace and there were regional disparities in the ability to form partnerships, particularly to deliver services. Only about one in three service provider reported that they use partnerships to deliver ISAP services (36 percent). The Atlantic Region was less likely (17 percent) than other regions to report using partnerships for service delivery.


This report discusses the limits to the effectiveness of government interventions and recommends partnerships as a vehicle to improve integration. Several countries are facilitating economic integration by encouraging partnerships across all levels of government and the private and not-for-profit sectors. Many sectors have the potential to contribute to economic integration. These sectors include labour, industry, municipalities, housing, education and health care, as well as religious and ethnocultural organizations. Consultations and partnerships with these sectors are becoming more and more important to complement the experience and skill sets within government organizations that have lead responsibility for integration.


Statistical analysis found uneven settlement of immigrants in rural areas of Ontario, with some areas having high rates of immigrant concentration, but not correlated to labour market issues. Supplementing the statistical analysis with interviews, the authors concluded that several factors could be influential. They made several recommendations for attracting immigrants to smaller communities:

- Smaller cities need to provide adequate settlement and employment services to immigrants.
- Information about existence of such services must reach immigrants in order to influence their settlement decisions, e.g., Internet or outreach programs.
- Immigrants’ skills should be coordinated with local economic development strategies (also a finding of earlier research). Opportunities to work in one’s field of training are strong attractors.
The authors conclude: “Only the promise of better employment will attract immigrants away from urban centres that offer a sufficient level of immigrant services, high access to ethnic networks, and a range of cultural institutions that rural areas and small towns are unable to provide.” (p.131).


This US-based toolkit identifies promising practices and exemplary programs for municipalities in many areas: community-wide planning, language access, language acquisition, education, improving health and well-being, promoting economic mobility, equal treatment and opportunity, civic participation, social and cultural interaction. Organized along GCIR’s pathways for integration, this report compiles program and policy models that hold considerable promise to promote immigrant integration at the local, state, and regional levels. It also offers indicators of success and measurable outcomes that can be used to evaluate and demonstrate achievement, as well as improve immigrant integration strategies. Most of the examples are American. This toolkit is available online only; it is not downloadable in PDF format.


This report looks at how businesses across Canada can attract, integrate, and retain immigrants and international talent. First, it highlights the value of implementing immigrant friendly programs and practices to address the needs of immigrants and articulates a number of “keys to success” to attract international top talent. Second, through an analysis of award-winning business programs and practices and a series of key informant interviews, this report provides practical insights that businesses can use to more effectively leverage the skills, knowledge, and creative capacity of international talent. Specifically, this report provides insights on ways that Canadian businesses can design and implement practices that are “immigrant-friendly” in the following areas:

- attraction and recruitment, including ways to expand recruitment methods to reach a broader international market, implement culturally sensitive screening practices, and provide assistance to immigrants in obtaining recognition for their foreign credentials and international work experience;
- integration and development, including effective ways to provide professional language and communication skills training programs, offer workplace mentoring programs, and support international talent in developing new skills and achieving professional goals; and
- retention, including effective ways to promote cultural awareness and to engage executive support for diversity.
An appendix lists a selection of documents that could serve as further resources and tools for employers.

The report cautions against any “cookie cutter” solutions, noting that businesses looking to attract and retain immigrant talent must develop their own set of “immigrant-friendly” programs and practices that fit with their own business needs and capabilities. It also notes that some initiatives may not be suitable for businesses located in smaller towns and cities, where limited access to immigrant-service providers, training and development programs, educational institutions, and other community stakeholders may be an issue.


Topics covered include Canada’s population picture, the importance of community consensus and how to build it, Canada’s immigration laws, getting organized, important key factors like family ties, employment and housing, attracting people whether immigrants or others, and the many attributes of a welcoming community and how to develop them. It also includes resources and “best practices” from across Canada in the areas of preparing the host community (e.g., community development, identifying a champion), creating employment, housing, language training, enhancing opportunities through financial incentives, creating welcoming communities and the implementation of early settlement supports. The report cautions that it is meant to generate ideas that can be adapted to a local community context. The tool box also offers critical tools that can be used to assess a community’s state of readiness.


This document proposes a model for sustainable settlement in smaller communities. The authors argue that sustainable and inclusive settlement outcomes can only be achieved through a process in which immigrants are recognized as citizens with global identities and as partners in the enterprise of community building and economic development. Cities must work closely with immigrant communities and provide an enabling environment for newcomers to address their initial needs. More significantly, cities must play an active leadership role in connecting immigrants to community building initiatives.

The model focuses on horizontal relationships between migrants and receiving communities - as opposed to vertical relationships between employers and immigrants, and between host communities and newcomer migrants. It is a model of community building rather than attracting and utilizing immigrants as labour commodities. Critical to these horizontal relationships, the model presumes that immigrants and other migrants will play a direct role in shaping their place
within the community. In this model, immigrants will themselves be actors - they will not merely be "acted upon" by others.

There are three key building blocks for cities to promote sustainable immigrant settlement, all of which must be proactive:

1. local leadership, e.g., a champion such as the mayor
2. local systems/institutions, especially city institutions
3. collaborative Local Educational and Training Institutions

In summary, there are a number of key steps that communities can undertake in order to jump start action to support the goal of achieving long term sustainable settlement of immigrants and to build inclusive communities:

1) Exercise active leadership either directly through a senior elected official or appointed community facilitator with extensive authority and influence in the community.
2) Undertake extensive education of the local community about the economic and social context of community building, and especially the potential role of immigration in revitalizing or enhancing the fortunes of the community.
3) Undertake a number of show-case initiatives to demonstrate the benefits to community of the fresh new ideas contributed by immigrants, the scope of work needed to support community building, and the partnerships and resources required to make community building initiatives succeed.
4) Share with the broader community the progress and outcomes of showcase initiatives.
5) Embark upon a community visioning process and agree on key initiatives and a set of desired outcomes related to the sustainable settlement of immigrants in the context of community building.
6) Set up a local structure of working groups to implement key initiatives in the areas of: a) eliminating barriers to settlement through the collaboration of local and external institutions; b) enabling social connections; and c) promoting learning and advancement of human capital. d) Then, monitor progress towards sustainable settlement outcomes.
7) All of this work needs to be carried out with the active participation and input of newcomer communities.


This Canadian report describes research conducted to explore current perspectives on immigrant integration and innovative strategies that engage receiving communities in the settlement process. In addition to a literature review, the Public Policy Forum surveyed policy makers and practitioners in different communities and regions. The three main criteria for selecting a program were: innovation in program design, excluding established public sector initiatives; mutual responsibility between immigrants and the receiving community; and proven
effectiveness based on outcomes and/or participation rates. Based on this research, it identified six vital components of promising practices in integration: accessibility for all relevant and interested newcomers; adaptability to changing needs; collaboration among community stakeholders; empowerment of newcomers to participate actively in society; and holistic approach that addresses multiple priority areas. The report provides examples of exemplary programs in six priority areas: employment programs and services, access to information, language acquisition, cultural understanding, role of the school system (K-12) and social support.
Complete List of References


Tossutti, L. (2009). Canadian cities and international migration: comparing local responses to diversity. Prepared for presentation at the 81st Annual General Meeting of the Canadian Political Science Association Carleton University, Ottawa, ON.


Environmental Scan

Presented to Guelph Wellington Local Immigration Partnership

Prepared by Sarah V. Wayland, PhD
Owner, Wayland Consulting

April 20, 2010

FINAL REPORT
# Table of Contents

1.0 Introduction and Overview ................................................................. 2

2.0 The Views of Local Ethnocultural Communities ........................................ 4
    2.1 Factors important to settlement ....................................................... 5
    2.2 Responsibilities of Guelph Wellington community .................................. 6
    2.3 Responsibilities of newcomers/immigrants ........................................... 7
    2.4 Key findings from ethnocultural communities ...................................... 8

3.0 Taking Stock of Local Assets and Challenges ........................................... 10
    3.1 Local assets ...................................................................................... 10
    3.2 Local challenges .............................................................................. 12
    3.3 Findings on happiness ....................................................................... 12
    3.4 Key findings about characteristics of Guelph Wellington ....................... 13

4.0 Local Economy and Labour Force .......................................................... 14
    4.1 Labour force characteristics .............................................................. 14
    4.2 Qualitative assessment of local labour market ...................................... 19
    4.3 Key labour force findings ................................................................... 22

5.0 Immigrants in the Local Labour Market ................................................... 23
    5.1 Employment and education levels of immigrants .................................... 23
    5.2 Education-employment mismatch ....................................................... 26
    5.3 Rural workers, including temporary foreign workers ............................... 27
    5.4 Barriers to employment ..................................................................... 28
    5.5 Suggestions for improving labour market outcomes ............................... 31
    5.6 The benefits of hiring immigrants ....................................................... 32
    5.7 Best practices in employing diversity .................................................. 33
    5.8 Key findings about immigrants and the labour market ......................... 35

6.0 Services ................................................................................................. 36
    6.1 Description of core settlement services ............................................... 36
    6.2 Settlement service providers in Guelph Wellington ................................. 37
    6.3 Data on local services used by newcomers .......................................... 38
    6.4 Gaps in service .................................................................................. 40
    6.5 Sample inclusive practices .................................................................. 42
    6.6 Culture of service provision and partnerships ...................................... 42
    6.7 Key findings about services ............................................................... 45

7.0 Conclusions and Next Steps .................................................................... 46
    7.1 Labour market and employment opportunities ...................................... 46
    7.2 Opportunities for service provision ..................................................... 47
    7.3 Opportunities for promoting a sense of belonging ................................. 48

8.0 Complete List of References .................................................................... 50

Appendix A: List of Persons Interviewed ....................................................... 51

Appendix B: Other Input to the Strategy ....................................................... 52
1.0 Introduction and Overview

“We envision a caring, equitable community where everyone thrives.”

The above vision statement was formulated by the Guelph Wellington Local Immigration Partnership (LIP), formed in 2009 to develop a local strategy to support immigrant settlement and integration. This LIP is one of numerous similar initiatives taking place across the province. As well, it is indicative of the growing awareness across Canada that basic settlement services alone are not sufficient for promoting inclusive communities. Communities must also be concerned with achieving fundamental and longer-term objectives, including social engagement, sense of belonging, social cohesion, and strong citizenship.¹

Certain fundamentals lie at the core of a community “where everyone thrives.” As noted in the literature review that preceded this environmental scan, attraction and retention of immigrants to smaller urban areas will be achieved when diverse economic opportunities are available to newcomers, and the broader community and society provides a welcoming environment that includes appropriate social supports. Ultimately, communities attract and retain newcomers by (1) identifying and removing barriers; (2) promoting a sense of belonging; (3) meeting diverse individual needs; and (4) offering services that promote successful integration, with successful integration defined as the “ability to contribute, free of barriers, to every dimension of Canadian life – economic, social, cultural and political.”²

At the same time, every community across this country possesses a distinctive configuration of the characteristics that matter to newcomers. These are a product of location, history, economic health, existing population demographics (age distribution, gender balance, educational levels), and more. For example, immigrants very often settle close to existing networks of family and friends, so locales that are ethnoculturally diverse might prepare for such diversity to grow. Each of these factors will influence the specific ways in which communities go about their efforts to become more welcoming.³

The purpose of this report is to identify and describe the distinctive configuration of the characteristics of Guelph and Wellington that matter to newcomers (immigrants and refugees, sometimes referred to as “new Canadians”). As an environmental scan, it considers a range of factors that will influence the direction and goals of the Local Immigration Partnership. This scan is based on five main areas of focus:

---

³ Esses et al., p. 12.
1. the views of local ethnocultural communities about settlement priorities and responsibilities
2. analysis of assets that support settlement and employment
3. local labour market analysis
4. barriers to employment for immigrants from various perspectives
5. overviews of service delivery, including gaps in service

This report is structured along these five areas of focus. The labour market analysis has been divided into two chapters, the first providing a general overview of Guelph Wellington and the second highlighting the place of immigrants within the labour market, including barriers to employment.

This information was gathered from a variety of local sources:

1. interviews with 20 persons who were knowledgeable in one or more of the above areas (All names are listed in the appendix to this report.)
2. consultations with close to 200 members of ethnocultural communities and service providers working with newcomers
3. survey of service providers
4. various reports and documents (listed in full at the end of this report)
5. websites of governments, organizations, and places of employment

Unless otherwise noted, information presented in this scan is taken from the content of key informant interviews. Wherever written sources such as reports were used, they are noted in footnotes.
2.0 The Views of Local Ethnocultural Communities

Between February and March 2010, 21 community consultations were scheduled in various venues throughout Guelph and Wellington County with a total of 190 participants. These sessions were guided by the Local Immigration Partnership (LIP) vision statement.

The consultation questions related to the LIP project’s vision statement and were intended to identify priority areas for service provision and strategy development. The three questions were:

1. Please rank the eight general categories in terms of their importance to the integration of newcomers/immigrants in Guelph Wellington (choose up to three):
   - Language and ESL
   - Medical Care and Health
   - Housing
   - Employment/Financial Stability
   - Transportation
   - Initial Orientation/Information and Social Supports
   - Education/Training
   - Other

2. What are the responsibilities of the Guelph-Wellington community to ensure that it is a caring and equitable community where everyone thrives?

3. What are the responsibilities of newcomers/immigrants to ensure that Guelph-Wellington is a caring and equitable community where everyone thrives?

The largest and fastest growing immigrant communities in Guelph Wellington were selected to be included in the study in addition to other specifically identified ethnocultural groups. The groups were Chinese, East Indian, Pakistani, Sri Lankan, Iranian, African, Afghan, Filipino and Vietnamese. In addition, the Muslim and Sikh communities, the Francophone community, newcomer/immigrant youth, immigrant women, foreign-trained professionals, county service providers and an open session for the Guelph-Wellington community at large were scheduled. Bus tickets and childcare were made available to all participants.

Ethno-cultural facilitators were recruited from each of the target groups. These individuals attended a training and orientation session and were responsible for facilitating the community consultations, recording the findings and producing a summary report. Ethno-cultural facilitators attempted to ensure that participants came

---

4 This section is abbreviated from the full report by Tom Lusis, Project Animator, entitled *Immigration Partnership Community Consultations: Summary Report* (April 1, 2010). The full report is available from the Local Immigration Partnership.
from a diverse cross section of Guelph-Wellington’s immigrant groups in order to have representation from different cohorts in the community.

A summary of the responses to the three consultation questions is presented below.

2.1 Factors important to settlement

**Question 1. Please rank the eight general categories in terms of their importance to the integration of newcomers/immigrants in Guelph Wellington.**

The highest rated priority area identified in question 1 of the community consultations was employment/financial stability. The second highest priority area was education/training followed by language/ESL. The lowest priority areas were transportation and “other”. These trends are displayed in Figure 1.

Some of the categories identified as “other” included: cultural acceptance and thinking that diversity is a strength, temple and place of worship, culture, peaceful community and low crime rate, a Hindu Temple in Guelph, school supports, recognition of (newcomer/immigrant) academic levels of education, and racism and discrimination.

---

5 The numbers displayed in Figure are based on data from approximately 90% of the community consultation summary reports. All summary reports indicated the ranking of the categories by participants however several did not record the number of stars/dots allocated to each category.
2.2 Responsibilities of Guelph Wellington community

Question 2 What are the responsibilities of the Guelph-Wellington community to ensure that it is a caring and equitable community where everyone thrives?

This question integrated the vision statement of the LIP project and was meant to stimulate discussion about what participants felt were the responsibilities of the Guelph-Wellington community at large in supporting/facilitating the social and economic integration of newcomers/immigrants in the community.

There were six primary themes identified in the responses. The selection of these themes was based upon the number of times they emerged in facilitator summary reports:

1) Labour market issues and suggestions. This was the most common theme in all of the summary reports and reflects the high priority placed on employment/financial stability in question 1. Many newcomer/immigrant communities spoke about the barriers they faced in Guelph-Wellington’s labour markets. These include a lack of Canadian experience, as well as non-recognition of foreign credentials and work experience. As a result, many foreign-trained professionals accept work outside of their fields of study and expertise. Groups also spoke of the impact of such de-skilling and loss of social status on depression, stress and domestic violence. Some suggestions to overcome labour market barriers included job shadow and placement initiatives as well as mentorship and bridging programs.

2) The need for welcoming/orientation support. Many groups felt that there was a lack of orientation services or supports in Guelph Wellington for newcomers/immigrants. Newcomers often had a hard time finding information on their legal rights, housing, health care, and how to find a job or obtain a drivers license. Some suggestions on how to address this issue were a “one-stop” information centre, an orientation package about the City of Guelph at public libraries, the shopping mall and schools, orientation sessions at City Hall and a welcoming centre. However it should be noted that “Initial Orientation/Information and Social Supports” rated fifth as a priority area in the rankings for Question#1.

3) Several groups stated that Guelph-Wellington lacks multicultural or community centres. These institutions were seen as important places where ethnic associations could meet and hold their cultural events. It was also suggested that these centres could be a place where newcomers, lacking any contacts in the city, could gather information about life in Guelph, expand their social networks and find the necessary assistance to make their social and economic integration easier.

4) Public education about immigration. Multiple community consultations expressed the need for a public education campaign about immigration. There was a general feeling across various groups that the community at large lacked an understanding about why immigrants come to Canada, the difficult experiences many face in their home countries, and the contributions immigrants make to the economy of Guelph-Wellington. Some suggestions included an individual approach to
education (e.g. newcomers/immigrants should take every opportunity to educate/teach/raise awareness of their culture), institutional approaches such as programs in schools and workplaces, and through the local media (e.g. the Guelph Mercury could highlight one ethnic community per month in a story).

5) The role of the municipal government in Guelph. In several sessions the City of Guelph was identified as a key institution which could promote immigration through partnerships, promotional materials and human resources policies. Some suggestions were that there should be a department in the municipal government tasked with supporting the social and economic integration of immigrants, an internal hiring policy which promotes diversity, more municipal signs indicating where to find resources for immigrants, and partnerships between municipal departments and newcomer/immigrants groups to organize clubs/groups and networking opportunities.

6) Issues related to the provision of English as a Second Language (ESL) services. The two main issues associated with the ESL services in Guelph Wellington related to geography and childcare. Participants felt that the location of ESL facilities was problematic in that students typically had to travel too far to get to the schools. For younger students, this meant that they had to leave the community where they had friends and were comfortable to attend a school at the other end of town where they had no social networks and felt isolated. In terms of childcare issues, many felt that ESL schools needed more childcare facilities so newcomers/immigrants with children could attend the classes.

2.3 Responsibilities of newcomers/immigrants

Question 3 What are the responsibilities of newcomers/immigrants to ensure that Guelph-Wellington is a caring and equitable community where everyone thrives?

There were three primary themes in the responses given for this question:

1) Volunteerism. Almost all of the community consultations identified the need for newcomers/immigrants to volunteer in the local community. This was seen as an advantage for newcomers/immigrants and the community at large. Volunteering would allow newcomers/immigrants experience Canadian culture, gain Canadian experience while positively contributing to the society in which they now live.

2) Capacity Building. Many of the groups participating in the community consultations highlighted the need for established immigrants to help newcomers, members of their own ethnic community and other immigrants in general. They stressed the need to support others through sporting or social activities, educating newcomers about the English language and cultural differences in Canada and the creation of peer groups for people with shared experiences (e.g. newcomer youth or individuals from war torn countries).
3) Integration. Many of the participants felt that it was the responsibility of newcomers/immigrants to integrate into Canada’s multicultural society. It was suggested that newcomers/immigrants should be open-minded and develop an equal respect for all cultures in Guelph-Wellington. Rather than remaining among their own cultural/ethnic groups, newcomers/immigrants were encouraged to develop a balance between practicing one’s own culture and taking part in Canadian society. Cultural (e.g. music, dance, art) and sporting events were identified as a potential means of capacity/community building as these activities are not as reliant on language but share a common appreciation by those who participate in these activities.

2.4 Key findings from ethnocultural communities

Project animator Tom Lusis identified the following key findings from the community consultations:

- The top three priorities areas identified in the community consultations were employment/financial stability, education/training and language/ESL.

- All newcomer/immigrant communities identified barriers in the Guelph-Wellington labour market. Some suggested strategies to overcome barriers included job shadowing/placement initiatives and mentorship/bridging programs.

- A general welcoming/orientation initiative/package providing information about living and working in Guelph-Wellington as well as the types of cultural associations in the area was identified as a need.

- Multicultural/community centres where ethnic associations can meet, celebrate cultural events, and where newcomers can find support to increase their social networks and enhance their socioeconomic integration was identified as a need.

- A public information campaign focusing on the role immigration plays in Canadian labour markets and population growth, and about the contributions newcomers/immigrants make to Guelph-Wellington was identified as a need.

- Local municipal government was identified as a key institution to foster the socio-economic integration of newcomers/immigrants through programs and support materials.

- The distance clients travel to language programs and a need for more flexible childcare were identified as potential accessibility issues with ESL Services.

- Volunteerism was seen as a key way in which newcomers/immigrants could contribute to Guelph-Wellington while gaining Canadian experience and learning about Canadian culture and the society in which they live.
• Many participants in the community consultations stressed the need for established immigrants to help newcomers. This form of capacity building included support groups, sporting activities and teaching newcomers about Canadian culture.

• Many participants recognized that newcomer/immigrant integration is a two-way process. Newcomers/immigrants need to be prepared to integrate into Canadian society and be open to the other cultures found in a multicultural country.

The main themes identified from questions 1 and 2 suggest that there are considerable barriers to the economic integration of newcomers/immigrants in Guelph-Wellington and that there are gaps or short-comings in some areas of important service provision. The main themes in question 3 suggest that many newcomer/immigrant communities are prepared to contribute to the process of making Guelph-Wellington a caring and equitable community where everyone thrives through volunteerism, building the capacity within their communities and promoting social integration into Canadian culture and society.
3.0 Taking Stock of Local Assets and Challenges

3.1 Local assets
A variety of civic and business leaders who were interviewed identified various community assets or strengths of Guelph and Wellington that would make it attractive to immigrants. It was also noted that most of these same assets would make Guelph and Wellington attractive to anyone. Although key informants were asked about “Guelph and Wellington,” most of the responses focus on Guelph specifically. The following assets were identified:

- Ongoing and projected growth of local economy and population, expected to grow from 120,000 in 2010 to 170,000 in 2031
- Stable, fairly diversified economy that is witnessing some gains in the manufacturing sector after the downturn
- Good university, with a world-class reputation in some fields of study
- Educated population (see Composite Learning Index)
- Modern amenities and services of a larger city (e.g., public transportation, places of worship) while maintaining the feel and prices of a smaller community.
- Vibrant arts and culture scene, with a wide variety of regular and frequent offerings, ranging from art on the street to more traditional experiences
- Safe place to live, with low crime rates
- Reputation as a “green city”
- Great quality of life for most residents
- Natural beauty
- Solid heritage and long historical roots
- Strong housing starts that offer a way for newcomers an easy way to become established in new neighbourhoods.
- Good housing mix
- Proximity to Toronto
- Active citizenry, with high volunteer rates. Certain pockets of citizens – GIA, Citizenship Committee, Multicultural Festival -- proactively wanting to make Guelph a better place. An openness and excitement about change.
- Growing diversity within existing population base; immigrants are moving to Guelph
- Not a tourist destination per se, but certain sectors of the local economy (biotech, agriculture) attract visitors from around the world
- Overall goodwill within the local service provider community, and awareness of need for partnerships
- Some local employers have a positive view of immigrants and a good track record of hiring and promoting them.
University-based assets
- University of Guelph international recruitment office, focusing on India, Caribbean, Mexico, and the US. University personnel engage in extensive travel to these areas for recruitment.
- University of Guelph has worldwide reputation as a leader in agricultural and environmental sciences. Environmental engineering program is considered one of the best in the world.
- Open Learning ESL program is unique in Canada. Students come from abroad to learn English and live with local families. Many of these students return to stay with home stay families and pursue higher education at University of Guelph.
- Office of Intercultural Affairs has various supports for international students, including LINK: peer to peer matching for all international students with Canadian-born students. (See below.)
- There are very specific scholarship programs for international students.
- Through WUSC, small program that sponsors 5-10 refugee students to come to Canada and study at University of Guelph. We find them shelter and clothing and help them acquire landed status.
- Faculty recruitment office helps set up banking, mortgage, access to social services, places of worship, etc. – is like a specialized settlement service.

Assets according to Conference Board of Canada
In *City Magnets II: Benchmarking the Attractiveness of 50 Canadian Cities*, released January 2010, the Conference Board of Canada analyzes and benchmarks the features that make Canadian cities attractive to skilled workers and mobile populations. This report ranks cities for 41 features grouped across seven different categories: Society, Health, Economy, Environment, Education, Innovation, and Housing. Two findings of this report are of particular interest to this scan:

- Overall, the Economy category appears to matter the most in the decision to locate, followed by Society and Environment.
- Guelph ranked 13th in terms of overall attractiveness to migrants. (In this report, “migrants” is used broadly to include all geographically mobile persons, born in Canada or elsewhere.) It ranked as high as 4th in the Education category, and as low as 33rd in both Health and Environment categories.6

City of Guelph website
The City of Guelph website currently boasts that recent national surveys indicate that Guelph, Ontario is one of the smartest cities in the nation, a safe city, and the most caring city in Canada. It is ranked among the top ten places to live in Canada.

---

6 The City of Guelph owns a copy of this report. See page 69 for an overview of Guelph’s score in all categories.
3.2 Local challenges
Local civic and business leaders also identified a number of challenges facing Guelph and Wellington in terms of attracting and retaining immigrants. These include:

- Competition with, and insularity from, Kitchener Waterloo area.
- Uncertainty over how to encourage newcomers to the area, and how to be welcoming.
- Recent controversies such as the opposition to building of a Sikh temple reveal differences of opinion about diversity. One person stated: “A part of us is not inclusive; some personalities don’t like change. The more unfamiliar, the bigger the fear.” This person went on to state that these issues must be addressed through long term, broad community engagement, including a return to basic Canadian principles about our Constitution, human rights legislation, and religious tolerance.
- Getting the word out that Guelph is open for business and a great place to live. Opposition to building of Sikh temple does not reflect the views of most people in Guelph.
- Lack of diversity at the University, including student body, faculty, and administration, and in terms of course content. “Diversity” at University of Guelph often refers to rural v. urban, or sexual orientation.
- Danger of the City of Guelph being spread too thin in terms of being able to embrace all the various issues it is promoting in the broader community – can it ‘walk the talk’?
- 2009 Vital Signs report released by Guelph Community Foundation showed a growing gap between rich and poor. Due to the economic downturn, the number of EI claimants and recipients of social assistance rose in 2009.
- Housing identified as “Achilles heel” in Guelph, namely affordability issues and lack of adequate social housing.
- Skills mismatch between educated, professional immigrants and the kinds of jobs that are available. This area is still focused on heavy metal in terms of advanced manufacturing and lack “green” jobs.
- City of Guelph website does not contain photos that depict ethnocultural diversity, nor text that describe any diversity. The “Living in Guelph” section (about “about Guelph” subsection) does not contain any information about who lives in Guelph.

3.3 Findings on happiness
In addition to community-level assets and challenges, one might also reflect on the individual, both the individual as recent immigrant, refugee, or new Canadian and the individual who is already well established in the community and whose family may have lived in the area for generations. If we want to create a place “where everyone thrives,” what does that mean for the individual?

Individuals vary greatly in terms of social skills, earning power, intellectual ability, health, and the like. But, if asked the question, most individuals share the common goal
of happiness. In recent years, the interest in happiness has grown exponentially, in part due to the realization that a half century of escalating consumption has not brought North Americans any increased sense of well-being.

Working with Statistics Canada and internationally, UBC Economist John Helliwell has found the following about happiness:

- Making more money does not ratchet up happiness very much, once the ability to afford basic necessities of life is met. Material consumption is not as important as most would believe.
- Relationships with family and friends and even joining community groups are more related to happiness and satisfaction than material wealth.
- This holds true in the workplace as well. In terms of happiness, having a bad job (repetitive, below one’s skill level, lack of trust in co-workers and supervisors) is actually worse than having no job at all. And in the end, that affects productivity in the workplace and the bottom line.7
- Happiness has positive impacts your health.
- Doing things for other people also increases happiness.

According to Helliwell, creating the conditions for happiness is not just a matter of spending public money. Rather, happiness springs from the community itself -- as he puts it, "time spent on the playground."8 The clear connection between happiness and social capital, including the happiness engendered by helping others, seems a good starting point for any initiative to make a community more inclusive.

### 3.4 Key findings about characteristics of Guelph Wellington

- In a report released January 2010, the Conference Board ranked Guelph 13th among Canada’s 50 largest cities in terms of overall attractiveness to mobile populations (Canadian-born and foreign-born).
- Local assets include ongoing and projected growth of local economy and population; a stable, fairly diversified economy; a good university, with a world-class reputation in some fields of study; an educated population; modern amenities and services of a larger city while maintaining the feel and prices of a smaller community; and a vibrant arts and culture scene. It was noted that these same assets would make Guelph and Wellington attractive to anyone, not just immigrants.
- Local challenges include competition with, and insularity from, Kitchener Waterloo area; uncertainty over how to encourage newcomers to the area, and how to be welcoming; fear of change and of diversity; and a lack of diversity at the University of Guelph.

---

8 Ibid.
4.0 Local Economy and Labour Force

4.1 Labour force characteristics
The Wellington County labour force grew by 8.9% between 2001 and 2006, to a total of 114,500. This is slightly higher than the 8.2% growth rate of the Ontario labour force. Wellington County also has a higher labour force participation rate than Ontario (71.6% vs. 67.1%), and lower unemployment rate (4.5% vs. 6.4%) than Ontario. The differences in the participation and unemployment rates are true for both males and females.

Industries in the local labour force
Compared to Ontario, the Wellington County labour force has relatively more workers in the following industries:

- manufacturing
- education
- agriculture (concentrated in the County, not City of Guelph)

The manufacturing sector is the largest industry in Wellington, employing 22% of the total labour force (second in Canada only to the Waterloo Region). In the larger area of Wellington-Dufferin-Simcoe, employment in manufacturing industries declined by 8% between 2005 and 2008. There are relatively fewer people employed in the following industries:

- health care
- business services
- finance & real estate
- retail trade
- other services

---

9 The City of Guelph is included in all data presented for Wellington County in this section. Unless otherwise noted, the following analysis is based on 2006 Census data.
11 According to Statistics Canada, the participation rate represents the labour force expressed as a percentage of the population 15 years of age and over. The participation rate for a particular group (age, sex, etc.) is the labour force in that group expressed as a percentage of the population for that group. The more that a particular group is involved in the labour market, even if unemployed and searching for work, the higher the participation rate. The unemployment rate represents the number of unemployed persons expressed as a percentage of the labour force. The unemployment rate for a particular group (age, sex, etc.) is the number unemployed in that group expressed as a percentage of the labour force for that group.
12 Workforce Planning Board of Waterloo-Wellington-Dufferin, Workforce Focus (May, 2008).
As shown in Table 4.1, the two largest industries are manufacturing and retail trade, and these had lower growth relative to the overall growth in the labour force. Among the larger industries, most growth was seen in the service-type industries (such as professional/scientific/business services and health care/social assistance). Among smaller industries (those with less than 4,000 workers), most growth was for administrative and support (waste management and remediation services) and the real estate/rental/leasing sectors.

Table 3.1: Labour Force Change by Industry, Wellington County, 2001-06

<table>
<thead>
<tr>
<th>Industry</th>
<th>2001</th>
<th>2006</th>
<th>Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total labour force</td>
<td>105,095</td>
<td>114,470</td>
<td>8.9</td>
</tr>
<tr>
<td>All Industries</td>
<td>104,170</td>
<td>113,575</td>
<td>9.0</td>
</tr>
<tr>
<td>Industry-Not applicable</td>
<td>925</td>
<td>890</td>
<td>-3.8</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>24,675</td>
<td>25,410</td>
<td>3.0</td>
</tr>
<tr>
<td>Retail trade</td>
<td>10,060</td>
<td>10,515</td>
<td>4.5</td>
</tr>
<tr>
<td>Educational services</td>
<td>9,415</td>
<td>10,255</td>
<td>8.9</td>
</tr>
<tr>
<td>Health care and social assistance</td>
<td>8,575</td>
<td>9,680</td>
<td>12.9</td>
</tr>
<tr>
<td>Professional, scientific and technical services</td>
<td>5,790</td>
<td>6,815</td>
<td>17.7</td>
</tr>
<tr>
<td>Construction</td>
<td>5,850</td>
<td>6,475</td>
<td>10.7</td>
</tr>
<tr>
<td>Accommodation and food services</td>
<td>5,775</td>
<td>6,245</td>
<td>8.1</td>
</tr>
<tr>
<td>Wholesale trade</td>
<td>4,820</td>
<td>5,395</td>
<td>11.9</td>
</tr>
<tr>
<td>Other services (except public administration)</td>
<td>4,500</td>
<td>5,320</td>
<td>18.2</td>
</tr>
<tr>
<td>Transportation and warehousing</td>
<td>4,280</td>
<td>4,625</td>
<td>8.1</td>
</tr>
<tr>
<td>Agriculture, forestry, fishing and hunting</td>
<td>4,440</td>
<td>4,460</td>
<td>0.5</td>
</tr>
<tr>
<td>Administrative and support, waste management and remediation services</td>
<td>3,020</td>
<td>4,290</td>
<td>42.1</td>
</tr>
<tr>
<td>Public administration</td>
<td>3,700</td>
<td>3,990</td>
<td>7.8</td>
</tr>
<tr>
<td>Finance and insurance</td>
<td>3,430</td>
<td>3,615</td>
<td>5.4</td>
</tr>
<tr>
<td>Arts, entertainment and recreation</td>
<td>2,050</td>
<td>2,055</td>
<td>0.2</td>
</tr>
<tr>
<td>Information and cultural industries</td>
<td>1,655</td>
<td>1,870</td>
<td>13.0</td>
</tr>
<tr>
<td>Real estate and rental and leasing</td>
<td>1,275</td>
<td>1,605</td>
<td>25.9</td>
</tr>
<tr>
<td>Utilities</td>
<td>565</td>
<td>580</td>
<td>2.7</td>
</tr>
<tr>
<td>Mining and oil and gas extraction</td>
<td>135</td>
<td>230</td>
<td>70.4</td>
</tr>
<tr>
<td>Management of companies and enterprises</td>
<td>170</td>
<td>150</td>
<td>-11.8</td>
</tr>
</tbody>
</table>

Source: Statistics Canada, 2006 Census. Use with permission from the Waterloo Wellington Training & Adjustment Board.
The number of enterprises in Wellington County has grown by about 800 firms from 2003 to 2009 (Table 3.2). The vast majority (almost 80%) of employees work in relatively small businesses. These shares have not changed much over the past 6 years.

Table 4.2: Employers by Size of Firm, Wellington County, 2003-09

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>0</td>
<td>8,384</td>
<td>8,862</td>
<td>8,535</td>
<td>59.1</td>
<td>59.2</td>
<td>56.9</td>
</tr>
<tr>
<td>1-4</td>
<td>3,168</td>
<td>3,165</td>
<td>3,326</td>
<td>22.3</td>
<td>21.2</td>
<td>22.2</td>
</tr>
<tr>
<td>5-9</td>
<td>1,012</td>
<td>1,314</td>
<td>1,359</td>
<td>7.1</td>
<td>8.8</td>
<td>9.1</td>
</tr>
<tr>
<td>10-19</td>
<td>740</td>
<td>781</td>
<td>882</td>
<td>5.2</td>
<td>5.2</td>
<td>5.9</td>
</tr>
<tr>
<td>20-49</td>
<td>539</td>
<td>512</td>
<td>571</td>
<td>3.8</td>
<td>3.4</td>
<td>3.8</td>
</tr>
<tr>
<td>50-99</td>
<td>180</td>
<td>177</td>
<td>172</td>
<td>1.3</td>
<td>1.2</td>
<td>1.1</td>
</tr>
<tr>
<td>100+</td>
<td>165</td>
<td>149</td>
<td>157</td>
<td>1.2</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14,188</strong></td>
<td><strong>14,960</strong></td>
<td><strong>15,002</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Among enterprises with fewer than 100 employees in Wellington County, retail trade and manufacturing are clearly the two largest industries in terms of total employees (Table 4.3). But a number of other industries also employ a significant portion of workers.
Table 4.3: SME\textsuperscript{13} Labour Force by Industry, Wellington County, December 2009 (% Share of Total SME Labour Force)

<table>
<thead>
<tr>
<th>Industry:</th>
<th>Employees</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>8,390</td>
<td>12.9</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>7,458</td>
<td>11.5</td>
</tr>
<tr>
<td>Construction</td>
<td>6,036</td>
<td>9.3</td>
</tr>
<tr>
<td>Accommodation &amp; Food Services</td>
<td>5,770</td>
<td>8.9</td>
</tr>
<tr>
<td>Health Care &amp; Social Assistance</td>
<td>5,202</td>
<td>8.0</td>
</tr>
<tr>
<td>Professional, Scientific &amp; Technical Services</td>
<td>4,972</td>
<td>7.7</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>4,294</td>
<td>6.6</td>
</tr>
<tr>
<td>Other Services (except Public Administration)</td>
<td>4,188</td>
<td>6.5</td>
</tr>
<tr>
<td>Agriculture, Forestry, Fishing &amp; Hunting</td>
<td>3,349</td>
<td>5.2</td>
</tr>
<tr>
<td>Finance &amp; Insurance</td>
<td>2,813</td>
<td>4.3</td>
</tr>
<tr>
<td>Administrative &amp; Support, Waste Management &amp; Remediation Services</td>
<td>2,813</td>
<td>4.3</td>
</tr>
<tr>
<td>Transportation &amp; Warehousing</td>
<td>2,548</td>
<td>3.9</td>
</tr>
<tr>
<td>Real Estate, Rental &amp; Leasing</td>
<td>2,416</td>
<td>3.7</td>
</tr>
<tr>
<td>Management of Companies &amp; Enterprises</td>
<td>1,460</td>
<td>2.3</td>
</tr>
<tr>
<td>Arts, Entertainment &amp; Recreation</td>
<td>1,019</td>
<td>1.6</td>
</tr>
<tr>
<td>Educational Services</td>
<td>800</td>
<td>1.2</td>
</tr>
<tr>
<td>Information &amp; Cultural Industries</td>
<td>620</td>
<td>1.0</td>
</tr>
<tr>
<td>Public Administration</td>
<td>399</td>
<td>0.6</td>
</tr>
<tr>
<td>Utilities</td>
<td>226</td>
<td>0.3</td>
</tr>
<tr>
<td>Mining, Quarrying &amp; Oil and Gas Extraction</td>
<td>112</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64,885</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.4 displays the largest few specific industries (using 3-digit NAICS classifications) within the largest, broader industrial classifications.

\textsuperscript{13} Firms with fewer than 100 employees.
Table 4.4: SME Industrial Subsectors, Wellington County, December 2009

<table>
<thead>
<tr>
<th></th>
<th>&lt;20 Employees</th>
<th>20-99 Employees</th>
<th>Total Employees</th>
<th>Share of Total SME</th>
<th>Rank among SME Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Retail Trade:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and Beverage Stores</td>
<td>847</td>
<td>676</td>
<td>1,523</td>
<td>2.4</td>
<td>11</td>
</tr>
<tr>
<td>Clothing and Clothing Accessories Stores</td>
<td>815</td>
<td>388</td>
<td>1,203</td>
<td>1.9</td>
<td>18</td>
</tr>
<tr>
<td>Motor Vehicle and Parts Dealers</td>
<td>423</td>
<td>634</td>
<td>1,057</td>
<td>1.6</td>
<td>20</td>
</tr>
<tr>
<td><strong>Manufacturing:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabricated Metal Product Manufacturing</td>
<td>487</td>
<td>1,091</td>
<td>1,578</td>
<td>2.4</td>
<td>10</td>
</tr>
<tr>
<td>Machinery Manufacturing</td>
<td>271</td>
<td>759</td>
<td>1,030</td>
<td>1.6</td>
<td>21</td>
</tr>
<tr>
<td>Food Manufacturing</td>
<td>189</td>
<td>559</td>
<td>748</td>
<td>1.2</td>
<td>31</td>
</tr>
<tr>
<td><strong>Construction:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialty Trade Contractors</td>
<td>2,622</td>
<td>1,073</td>
<td>3,695</td>
<td>5.7</td>
<td>3</td>
</tr>
<tr>
<td>Construction of Buildings</td>
<td>1,153</td>
<td>444</td>
<td>1,597</td>
<td>2.5</td>
<td>9</td>
</tr>
<tr>
<td>Heavy and Civil Engineering Construction</td>
<td>263</td>
<td>479</td>
<td>742</td>
<td>1.2</td>
<td>32</td>
</tr>
<tr>
<td><strong>Accommodation &amp; Food Services:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Services and Drinking Places</td>
<td>1,893</td>
<td>3,316</td>
<td>5,209</td>
<td>8.0</td>
<td>1</td>
</tr>
<tr>
<td>Accommodation Services</td>
<td>110</td>
<td>450</td>
<td>560</td>
<td>0.9</td>
<td>38</td>
</tr>
<tr>
<td><strong>Health Care &amp; Social Assistance:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambulatory Health Care Services</td>
<td>1,933</td>
<td>796</td>
<td>2,729</td>
<td>4.2</td>
<td>4</td>
</tr>
<tr>
<td>Nursing and Residential Care Facilities</td>
<td>183</td>
<td>1,223</td>
<td>1,406</td>
<td>2.2</td>
<td>15</td>
</tr>
<tr>
<td>Social Assistance</td>
<td>480</td>
<td>587</td>
<td>1,067</td>
<td>1.7</td>
<td>19</td>
</tr>
</tbody>
</table>

**Occupations in the local labour market**

Another view of the local labour market can be gleaned from examining the prevalence of different occupations. Each of the industries presented earlier in this section contains many different occupations within it, and occupations cut across various industries. For example, “business, finance & administration” type workers can work in manufacturing, education, health, etc.

Compared to Ontario, the Wellington County labour force has relatively more workers with occupations in the following areas (Table 4.5):

- social science; education; government service and religion (especially in Guelph)
- trades; transport and equipment operators and related occupations agriculture (in the County)
- those unique to processing; manufacturing and utilities (especially in Guelph)
- those unique to primary industry (especially in Guelph)
There are relatively fewer workers in the following occupations:

- management
- business; finance and administration
- sales and service

**Table 4.5: Labour Force by Occupation, Wellington County, 2006 (% Share of Total Labour Force)**

<table>
<thead>
<tr>
<th>Occupational Category</th>
<th>Wellington County</th>
<th>Ontario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales &amp; service</td>
<td>20.4</td>
<td>23.5</td>
</tr>
<tr>
<td>Business, finance &amp; administration</td>
<td>15.7</td>
<td>18.6</td>
</tr>
<tr>
<td>Trades, transport and equipment operators &amp; related</td>
<td>15.3</td>
<td>14.1</td>
</tr>
<tr>
<td>Occupations unique to processing, manufacturing &amp; utilities</td>
<td>11.8</td>
<td>7.2</td>
</tr>
<tr>
<td>Management</td>
<td>9.5</td>
<td>10.3</td>
</tr>
<tr>
<td>Social science, education, government service &amp; religion</td>
<td>9.0</td>
<td>8.4</td>
</tr>
<tr>
<td>Natural, applied sciences &amp; related</td>
<td>6.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Health</td>
<td>5.0</td>
<td>5.3</td>
</tr>
<tr>
<td>Occupations unique to primary industry</td>
<td>4.6</td>
<td>2.6</td>
</tr>
<tr>
<td>Art, culture, recreation &amp; sport</td>
<td>2.7</td>
<td>3.1</td>
</tr>
</tbody>
</table>

In Guelph specifically, the largest single manufacturing industry (in terms of number of establishments) is the fabricated metal products, which are typically medium-sized businesses, followed by machinery and transportation equipment. Machine operators make up the largest number of manufacturing occupations, followed by assemblers and labourers.14

**4.2 Qualitative assessment of local labour market**

Information in this section is drawn from interviews with local persons who are knowledgeable about the local economy and labour market. Key informants identified a number of strengths and weaknesses of the local economy, as well as what they viewed as important local issues and trends.

---

Strengths of the local economy

- Guelph much more stable than some other cities of its size because economy is fairly diverse.
- Manufacturing does comprise one-fourth of the local employment base (v. Ontario at 16%), but the manufacturing is diverse.
- Also, the downturn in manufacturing may have bottomed out. Guelph’s dominant manufacturing employer Linamar has recalled many layoffs and is expected to hire 400+ positions this spring.
- Linamar is a multinational corporation, but it is locally owned and has its headquarters in Guelph. Although it is looking at diversifying into other markets, it has a commitment to the Guelph region.
- High percentage of workers with postsecondary education.
- Guelph usually has lower than average unemployment rates compared to province and country, though they may be higher now due to decline of manufacturing. (This is somewhat difficult to ascertain as there is no separate statistical unit for Guelph but is included in with Kitchener Waterloo, Barrie, and more.)
- There is a local economic development plan. The City’s Prosperity 2020 plan includes 5 sectors to focus on developing:
  - agro-innovation
  - renewable energy
  - advanced manufacturing (transitioning out of so much reliance on automotive sector)
  - professional and IT
  - cultural industries and tourism
- Growing local IT sector, especially downtown: 120 companies in Guelph employ 1000 people in this sector.
- Local agricultural and biotech businesses benefit from proximity to university
- Half of Canada’s environmental engineers graduate from University of Guelph, and most stay in the area because there are jobs for them. More jobs than people in this sector.
- Guelph is known worldwide in certain circles (environmental, animal nutrition, etc). University of Guelph has faculty and alumni working all over the world.
- Guelph has two business development districts.
- Guelph has its own railroad track.
- Small to medium enterprises (SMEs) are much more flexible in terms of economic downturn, and close to 90% of employers in Guelph Wellington have fewer than 10 employees (shown in Table 4.2). Locally owned firms have more control over what they do, next steps, than do firms headquartered abroad.
- The flexibility of SMEs in terms of hiring, recruitment, and retention practices provides an opportunity to create practices that are more inclusive of immigrants and other diversity at the local level.

Challenges for the local economy

- Guelph and Wellington are insular from the rest of Southwestern Ontario. They are not part of a regional government or any broader regional economic development body. Guelph withdrew from Canada’s Technology Triangle in mid-1990s. Yet Prosperity 2020 says we need to exploit more regional partnerships, for example the Southwest Economic Alliance (www.swea.ca).
- Wellington County does not have an economic development arm.
- It can be difficult for outsiders to break into local business networks. There is a “circle the wagon” mentality here. Once you are accepted as a member of the network, however, they are very supportive.
- Too much reliance on auto manufacturing
- City is not known as being business friendly, including City Council, permits and local residents who often oppose business development. There is a very small but very active protest community.
- Mismatch between the skills of local graduates and the skills needed by employers
- Some issues around attraction in certain sectors, e.g., food processing. Part of the problem is that equipment cannot be bought and serviced locally.
- People are moving in to this area without necessarily working in GW. From an economic perspective, they are spending and buying homes but commuting to work.

Important issues pertaining to the labour force

- Predominance of small to medium size enterprises: 75% of members of the Chamber have fewer than 20 employees.
- Survey of labour force needs put out by the Guelph Chamber of Commerce in March found these sectors reporting difficulties finding qualified hires: customer service, IT, skilled trades, and general labour.¹⁶
- Shortages also identified in marketing, engineering, health care, and financial services. The latter two are growth areas, so shortages expected to increase. Not enough enrolment in science and engineering courses.
- View that it is more accurate to refer to “skills mismatch” rather than “skills shortages.” There are people with university degrees who are taking up entry level positions. People looking for work but may not find work in their fields, or at all. If they come at the wrong time, still won’t be any jobs for them.
- Skills requirements are rising across the board, even for general labour positions, putting some older and less educated workers at risk of unemployment. Many workers with less than grade 12 education have already lost their jobs. Some

¹⁶ This survey had 145 respondents, all members of the Chamber. Its findings provide insight into the needs of some local employers at a particular point in time, but they cannot be extrapolated to the overall needs of all local employers.
workers may be able to upskill, some will not. Jobs are still there, but shifted dramatically over last 18 months.\(^{17}\)

- Lean operations, automated process are improving productivity but decreasing need for general labour. In food processing, there are fewer employers but there are new jobs being created; some symbiosis among existing industries – our local plastic producers may switch over to food as that is a targeted area for growth. (Conestoga College has a new Institute of Food Processing Technologies on its Cambridge campus, a partnership being undertaken with the Alliance of Ontario Food Processors.)
- There will be more emphasis on local and Canadian markets, rather than overseas and USA markets, due to increased shipping costs.

### 4.3 Key labour force findings

- Strengths of the local economy include diversity (though still heavily reliant on manufacturing), stabilization and even growth in the manufacturing sector, an educated workforce, and niche markets in agricultural, biotech and environmental engineering.
- Weaknesses of the local economy that were identified include insularity from the larger geographic area and not being viewed as “business friendly.” Guelph is not part of a regional government or any broader regional economic development body, and Wellington County does not have an economic development arm.
- Manufacturing is the largest industry in the area, and continues to grow slowly.
- Roughly 80% of employers are firms with fewer than 5 employees. Among small and medium-sized enterprises (ie. those with less than 100 employees), roughly half (50.6%, 32,856) of employees work in retail trade, manufacturing, construction, accommodation/food services, and health care/social assistance industries.
- Though some sectors are having difficulty finding employees, experts believe it is more accurate to refer to “skills mismatch” than “skills shortages.” This includes a mismatch between the skills of recent graduates and the skill sets needed by employers.
- Rising skills requirements and the growth of the knowledge economy adversely impact workers with low levels of education (predominantly Canadian-born) as well as those who lack recognized credentials (predominantly foreign-born).

\(^{17}\) According to the *Rising Skills* report, three of the 10 broad occupational categories used by Statistics Canada (trades/transport/equipment operators, primary industry occupations and processing/manufacturing occupations), employed 76.9% of those with less than grade 9 education in Wellington County. By contrast, only 6.1% of those with university degrees work in these three occupations.
5.0 Immigrants in the Local Labour Market

Whereas the previous chapter presented data and views on the Guelph Wellington labour market as whole, this chapter focuses on how immigrants fit into the local labour market. Specifically, it describes local immigrants by employment, education level, occupation, and industry and then briefly discusses rural immigrant workers. Next, it identifies barriers to employment for newcomers, makes suggestions for improving labour market outcomes, and identifies what employers stated as benefits of hiring immigrants. Finally, it describes some diversity–related practices of local employers. It is based on analysis of census data, interviews with local employers, and interviews with other key informants.

5.1 Employment and education levels of immigrants

Immigrants in the Guelph Census Metropolitan Area (CMA) have a lower labour force participation rate than non-immigrants (64.4% vs. 74.1%), and a higher unemployment rate (5.7% vs. 5.0%). Education has an impact in terms of labour market outcomes. For example, for immigrants (in Guelph CMA) with a postsecondary certificate, diploma or degree, the labour force participation rates and unemployment rates are better than they are for immigrants without this level of formal education (shown in Figure 5.1).

The educational status of both immigrants and non-immigrants in Guelph CMA is slightly better than it is in Ontario (Figure 5.2).

---

18 The Guelph CMA is slightly larger than the City of Guelph in terms of population. According to 2006 Census population values, Guelph CMA comprised 127,009 persons while the City of Guelph had 114,943 persons.

19 See footnote 10 for an explanation of participation rate and unemployment rate.
However, in Wellington County at large the share of the population with a university degree (for almost all age categories) is slightly less than that in Ontario. Relatedly, the share of the population with less than completed high school is slightly higher than it is in Ontario.

In terms of visible minority status, non-immigrant, visible minorities in Guelph CMA have a lower labour force participation rate compared to Guelph at large (68.9% vs. 71.7%). But immigrant, visible minorities have a higher participation rate (74.2%). Non-immigrant and immigrant visible minorities in Guelph CMA have relatively high unemployment rates (11.8% and 7.7% respectively).

Among those who are working in the Guelph CMA, visible minorities are slightly more likely than non-visible minorities to work full-time as oppose to part-time (79.1% vs. 76.7%). Among Canadian-born visible minorities who are employed, just over half (59.5%) work full-time, while roughly three-quarters (76.2%) of the rest of the Canadian-born non-visible minority population works full-time. In other words, among the Canadian-born, visible minorities are less likely to be working full time compared to whites. Among immigrants, on the other hand, being a visible minority has little effect.

---

on the work situation: roughly 80% of both visible and non-visible minorities have full-time employment.

**Figure 5.2: Educational Outcomes by Immigration Status, Guelph CMA, 2006**

![Bar chart showing educational outcomes by immigration status in Guelph CMA and Ontario.](image)

In terms of the share of the population, there are noticeably fewer immigrants in Wellington County than in Ontario (17% vs. 28.3%), with the proportion of the population in the City of Guelph being slightly higher than it is (21.1%) than it is in the County. Not only are there fewer immigrants in the County relative to Ontario, the immigrants in Wellington have been in Canada longer than the provincial average (Figure 4.3). Whereas 17.1% of the provincial population are considered to be recent immigrants (arriving 2001-2006), 13.9% of Wellington County’s immigrants and 15.8% of the City of Guelph’s immigrants are recent immigrants.
Recent immigrants are more likely than earlier arrivals to have a bachelor’s degree or higher (67.4% vs. 41.7%). They also more likely than non-immigrants to have achieved this level of education (41%).

5.2 Education-employment mismatch

The three most common fields of study for the recent immigrants were:

- Architecture, engineering and related technologies (24.4%)
- Business, management and public administration (17.7%)
- Physical and life sciences and technologies (13.1%)

Although immigrants are on average better educated than non-immigrants, they tend to be employed primarily in manufacturing industries (31.7% for recent immigrants, and 26.1% for settled immigrants) compared to non-immigrants (16.1%). Sales and service occupations are the most common type of work for recent immigrants, especially in the first few years upon arrival to Canada.

21 Most of the data in this section is adapted from Workforce Planning Board of Waterloo-Wellington-Dufferin, Immigrant Employment by Field of Study In Wellington County (May, 2008).
Recent immigrants earn significantly less than non-immigrants across all education categories, but established immigrants earn comparable salaries to those of non-immigrants (and even noticeably more for the highest education category).

There is a clear mismatch between the type/field of education an immigrant has compared to the work they actually do. More specifically, immigrants (both recent and settled) are underrepresented in the occupational fields relative to their field of study. For example, of those immigrants whose field of study was education, only 59.8% of settled and 11.1% of recent immigrants are employed in “educational services.” In comparison, 73.8% of non-immigrants with this field of study are employed in this industry.

In summary, manufacturing and sales and service/retail industries occupations seem to be the “fall-back” for immigrants regardless of their level and field of study.

Despite the lower income levels of recent immigrants, newcomers are not likely to rely on social assistance from the province. According to data obtained from Wellington County, in the fall of 2009, only 88 people or 30 cases (families) receiving Ontario Works had moved to Canada since January 1, 2007. At the end of 2009, there were 1,814 cases in total in receipt of Ontario Works. According to this data, recent immigrants comprise 1.7% of the local Ontario Works caseload.

5.3 Rural workers, including temporary foreign workers

Wellington County has significant employment in the agricultural sector, but it does not have significant numbers of foreign workers who come to work under the Seasonal Agricultural Workers Program. In 2008, only 34 people were hired under this program in Wellington County, out of a total of 18,554 persons in Ontario. The 34 persons worked in the field vegetable, greenhouse vegetable, and nursery industries.

However, the county does hire workers under the Pilot Project for Occupations Requiring Lower Levels of Foreign Training (NOC C & D), largely in mushrooms, poultry-catching, and fish-bait industries. No detailed data is available on these workers, but anecdotal evidence indicates that workers under this program come from all over the world, and their numbers are certainly higher. For example, late in 2008, fifty migrant workers – mostly women from Guatemala -- were laid off from the Rol-Land Farms Guelph-area mushroom operation. Layoffs were followed by eviction from their company-provided rental housing and repatriation to their homeland. This one example illustrates the precarious circumstances under which these workers toil.

Temporary foreign workers have a work permit that ties them to a particular employer, thereby rendering themselves vulnerable to various types of abuse. It is possible to change employers under the program, but it is very difficult to do so. United Food and Commercial Workers Union Canada (UFCW) is the primary Canadian organization

assisting seasonal agricultural workers, but it does not have a presence in Wellington County. (The closest centres are in Simcoe or Bradford.)

*Fuerza Puwersa*, a student organization at the University of the Guelph, has a mandate to work with migrant workers. Formerly Student Support for Migrant Workers-Guelph, *Fuerza/Puwersa* (meaning 'strength' in Spanish and Tagalog) is an all-volunteer grassroots group of community members in Guelph dedicated to exposing the injustices faced by migrant workers, "no status" people, and racialized working-class immigrants.

Other rural workers include Mexican Mennonites. Though they are in essence immigrants, many of these persons actually arrive with Canadian passports, thus rendering them ineligible to access CIC-funded settlement services. They have a claim to Canadian citizenship through their parents and grandparents who left Canada en masse in the 1930s to avoid having to enrol their children in public schools. Today, they are returning to escape the mounting drug-related violence in Mexico. They speak low German and often migrate as an entire family. As such, they may have difficulty finding rental housing in rural areas.

In the survey of service providers conducted for the Local Immigration Partnership, most services located in rural and small communities in Wellington County reported little to no contact with new Canadians except in the Mount Forest/Drayton area. Conversation with staff at the Driver and Vehicle License Issuing Office in Mount Forest, revealed that they see some Mexican Mennonites employed by large farms in the Drayton/Moorefield area who come to the office with interpreters. New Canadians from Holland who have purchased farms in the area, and in the past few years, staff note a perceived increase in Korean and Chinese clients. The office contacts the MPP's office for translation assistance if the need arises. Further to above, the Arthur Food Bank reported seeing a small number of Filipino men and women who are employed by a local abattoir. It is not know if these small immigrant populations are settling in the area permanently or if they are in Canada as temporary workers.

The biggest issue for farm workers is social isolation. Many live in employer-provided housing at their work sites, and usually must walk or cycle to get to nearby communities.

### 5.4 Barriers to employment

**National level findings**

Despite the high levels of education held by recent immigrants to Canada, they have not fared as well as their predecessors in terms of employment and earnings. National research on labour market integration has found that many immigrants have difficulty obtaining employment that is commensurate with their skills and experience. Various factors contribute to poor labour market outcomes, many of which have been identified in relevant research. These include:
• Insufficient recognition for foreign credentials, particularly from newer source countries whose numbers have increased in recent decades (e.g., China, Middle East, Latin America, and others outside the British Commonwealth)
• Barriers to working in the regulated professions
• Lack of Canadian work experience
• Cultural differences and lack of knowledge of Canadian workplace practices
• Lack of access to appropriate settlement services
• Discrimination and lack of awareness about immigrants by employers
• Absence of professional networks
• Lack of pre-migration education about working in Canada
• Ongoing difficulties experienced by many people of colour in the labour market
• Barriers affecting women in particular (namely, lack of financial resources to maintain a prolonged job search and pay for upgrading, lower levels of language proficiency, and childcare needs)

In sum, numerous factors influence the labour market integration of newcomers, including occupation, race, culture, country of origin, and gender.

Local findings
In February and March 2010, the Local Immigration Partnership held 21 community consultations with almost 200 immigrants and persons who work with immigrants in Guelph and Wellington. Though the consultations focused on settlement and integration in fairly broad terms, labour market issues were the most common theme arising in the consultations, including barriers to employment. Many newcomer/immigrant communities spoke about the barriers they faced in Guelph-Wellington’s labour markets. These include a lack of Canadian experience, non-recognition of foreign credentials and work experience, and feelings that they are victims of discrimination. As a result, many foreign-trained professionals accept work outside of their fields of study and expertise. Groups also spoke of the impact of such de-skilling and loss of social status on depression, stress and domestic violence.

A recent study of local employment services, the Guelph-Wellington Needs Assessment Project Final Report, included sections on the employment service needs of newcomers. The barriers identified in the research for this report were:
• lack of Recent Canadian Work Experience, noting that even temporary agencies ask for Canadian experience
• language skills, including occupation-based language:

“The lack of good English, including workplace language, is a clear impediment for some newcomers in finding work in Canada. Although only a few of the newcomers who participated in the sessions self-identified their language skills as a barrier, it

became apparent during the sessions that some people, although they may have impressive work histories, struggle to communicate clearly in English.”

- Difficulties with credential recognition for internationally-trained professionals, and with recognition of international work experience. Newcomers pointed to this as the most frustrating barrier they faced, stating that they had been unable to get even to the interview stage with employers, or to get phone calls returned. They also complained of difficulties of navigating credential recognition processes, and how much time and expense were required.

Service providers consulted for the same study confirmed the various barriers facing internationally trained professionals and stated that bridging programs within the county were desperately required to support professionals lacking Canadian experience but who were unable or equipped to access such programs in the Toronto area.

A final source of information on local barriers to employment were employers consulted for this environmental scan. Employers identified language and communication issues as very important. One employer noted that his staff needed to be good at record keeping, written documentation, and also counselling and referrals which require soft skills. It was noted that the Ontario Health and Safety Act requires communication skills for safety reasons. Finally, several employers noted that some immigrants appeared to lack confidence when communicating in English, and that this was not desirable in positions that have high levels of interpersonal communication and teamwork. This tied into another point raised by employers: the need to better understand expectations of Canadian workplaces. It was expressed that, due to cultural norms, immigrants can be too deferential and may not be used to egalitarianism expected in Canada, including relations between men and women. Immigrants sometimes need to be educated about professional expectations such as promptness and being a team player.

Other barriers identified by employers were Canadian experience requirements, transportation issues (especially for jobs outside of Guelph), inadequate resumes (that may not identify relevant experience), and the lack of social networks that get them into the hidden job pool. It was also noted that the same job may have a different name in other countries, and sometimes same job titles mean different things. As such, there is a real need for better foreign credential recognition and better communication about what are the immigrant’s actual skills. None of the employers interviewed regularly relied upon any credentials assessment services.

Several employers noted that their most important criteria for hiring is whether or not the candidate can do the job. Any doubts about a candidate’s performance may cost him or her the hire. Employers are for the most part risk averse. Not surprisingly, at least one employer noted that there is a comfort level in hiring what’s familiar. Within the context of a homogeneous workplace, such attitudes clearly disadvantage immigrants.

---

24 Ibid., pp. 20-21.
Finally, it was noted that immigrants often seek volunteer work as a way of getting Canadian experience. Though this is a good practice, according to a manager of employment services in Guelph, the number of volunteer positions in local organizations has not expanded to fill the rising demand. This can also be a barrier to employment.\(^{25}\)

### 5.5 Suggestions for improving labour market outcomes

Persons consulted for this research identified a wide range of supports that would help immigrants in the labour market, including:

- Encourage immigrant professionals to join appropriate business, professional or civic association, and also seek out relevant volunteer experience.
- Create work experience programs such as job shadow and placement initiatives.
- Create mentorship programs.
- Add more bridging programs that offer upgrading to help newcomers become “job ready.” These intensive programs gave participants Canadian occupation-specific training to supplement their existing credentials and skills.
- Improve awareness and accessibility of language classes, including ESL in the workplace.
- Government needs to improve foreign credentials recognition.
- More pre-arrival language assessment and training.
- Recruiting of more low skill workers who are not competing for jobs with Canadian graduates.
- Marketing piece: show examples of employers giving first job to an immigrant and benefits of that loyalty.
- Involving the local Chamber of Commerce in any relevant initiatives. This would be good for members of the Chamber as well as for the broader community.\(^{26}\)
- Create local “swat teams” that can act as consultants to local employers in order to help them grow and become more diverse, e.g., language training onsite, cultural training on site, identifying skills that could be upgraded on site. This idea builds on the principle of “thin wall education,” so that training happens in the community rather than on a campus.
- From the perspective of labour movement, issues of workplace safety, wages, and hours are of great importance, and these all affect immigrants and temporary foreign workers. However, labour has difficulty connecting with these people as they are often precariously employed.

\(^{25}\)It should be noted that this is the experience of one manager concerned specifically with newcomers seeking volunteer positions with the ultimate goal of employment in mind. At the same time, the Volunteer Centre of Guelph Wellington has seen a rise in the number of available volunteer opportunities over the last number of years, and it continues to increase, according to the Centre’s Executive Director. As of April 19, 2010, there were 42 organizations in Guelph and Wellington County with 136 opportunities available and 1,478 volunteers needed (email interview, 19 April 2010).

\(^{26}\)In fact, the Guelph Chamber of Commerce has just started Global Experience at Work project in partnership with Conestoga, Lutherwood, Naylor McLeod and others. Goal is to connect 200 internationally trained individuals to employers.
The *Guelph-Wellington Needs Assessment Final Report* also identified the need for some of the supports mentioned above such as linkages to mentors who can help them understand how the Canadian system works, and offer networking opportunities. According to the *Needs Assessment*,

Newcomers who had been successful in finding work described the importance of networking in their own job-search, and of becoming connected with people in their own ethnic community who could provide them with insights and connections.

Other suggestions were to receive information on the Canadian labour market, and specific companies; create a single point of access to information on how to obtain Canadian accreditation; offer chances to hear directly from employers about how to find jobs; and create more opportunities to practice workplace language skills. According to the report, programs are needed that will help newcomers improve their language skills in a real workplace environment, reflecting the idiomatic language used in specific fields (e.g. medical, engineering, financial, hospitality). In one of the concluding sections, the report states:

Newcomers who participated in the consultations were unanimous in their view that the reality of finding work in Canada was disappointingly different from their expectations when they came to this country. Although they were willing to take whatever steps necessary to find work in their chosen fields, many were resigned to finding whatever work they could in the near term, to provide for their families.  

Employment has been identified as one the most pressing concerns of newcomers. There are many excellent suggestions for improving access to employment. Ultimately, hiring and retention is the decision of an employer. As such, any advances in this area must involve employers.

### 5.6 The benefits of hiring immigrants

Despite all the barriers listed above, and the supports suggested to help newcomers enter the labour market at a level commensurate with their skills, employers identify many strong reasons why they like hiring immigrants. Large-scale studies and national reports by the Conference Board of Canada, Maytree Foundation/TRIEC, Royal Bank of Canada and others make the “business case” for hiring and retaining immigrants and diverse populations. In this section, we focus on the reasons listed by employers in Guelph-Wellington. Employers interviewed for this study mentioned the following benefits of hiring immigrants:

- Immigrant hires help us to connect with our clients because we have a diverse client base.

---

27 Guelph-Wellington Employment and Training Committee (GWETC), pp. 56-57.
• We want to reflect the population we serve; staff should reflect our local demographic, especially from a customer service perspective.
• Hard working, strong work ethic, and appreciate employment differently.
• Immigrants make loyal employees – they are grateful to be given a chance to prove themselves.
• “We believe that immigrants and internationally trained individuals have high levels of engagement and employee satisfaction.”
• We see lots of advantages in hiring immigrants and are willing to benefit the barriers put up by other employers.
• Immigrants refer friends and family to work here. They only refer the best because their own reputation is on the line as well. They want to make a good impression, and it helps us. In this way, diversity leads to more diversity.
• We are intolerant of intolerance. Negative comments about immigrants or ethnic groups would not be welcome here.
• At Orientation for all new hires, we share the story of our founder who has his own immigration story.
• We use hands-on testing as part of the hiring process, so that immigrants can show us their skills rather than just describing them.
• We rely on employees from different countries to trouble shoot, make contacts, and translate cultural norms with clients and suppliers from the same country. They love being called upon to help out our firm in this way.
• We were once asked to go to China, so we took some of our own staff who were Chinese. They were so pleased to go back to work and even live there for a time, and it really helped our firm. It was a win-win situation.
• We learn from those we hire, so we learn more from people who have a variety of backgrounds and experiences.
• Products of different educational systems bring new points of view, new ways of approaching problems.
• To fill future workforce shortages. Immigration will help when the employment pool gets down to a certain level.
• Immigrants are more willing to move up the ladder, to do whatever jobs are needed while working on English. They are not insistent on starting at the top.

Several employers noted that they always made hiring decisions based on merit. They did not mind of the person was an immigrant or not, just that they had the personality and skills to do the job. One even stated that they looked for personality more than training. For many positions, the employer can offer the training but cannot alter a person’s personality or attitude.

5.7 Best practices in employing diversity
Employers identified a number of workplace practices that encourage diversity and make the environment more conducive to hiring and retaining immigrants. These include:
• Anti-Oppression Work Group that meets monthly to talk about and act upon various barriers for marginalized groups, both as employees and clients. The group is responsible for promoting anti-oppression values in the workplace and promoting conversation about inclusion. Participation is not mandatory, but senior staff has a strong presence in the group.

• All new hires are given a book Anne Bishop’s book Becoming An Ally: Breaking the Cycle of Oppression in People. They are expected to read the book and implement its contents.

• Taking multiple steps to increase diversity on board of directors. In the end, this organization has been very pleased with the result. Said the employer: “It’s ok to be symbolic in the beginning, as long as it’s not seen as the endpoint. You have to start somewhere.”

• Multilingual messaging inside the front lobby. Brochures have been translated into five languages.

• Employee Opinion Survey and Employee Handbooks are available in different languages.

• Making materials available in different languages.

• Use a “language bank,” a list of what languages are spoken by various employees. If customers need service in a different language, we see if the appropriate employee is on duty and if so call them to assist.

• Potluck lunches with ethnic food that provide opportunities for cultural exchange in a very safe atmosphere.

• Checking dietary restrictions in advance of workplace-related meals/celebrations.

• Mentorship programs for all new hires (not limited to immigrants)

• Planning for the future by developing “talent strategies,” a proactive approach to hiring and filling labour force shortages, already being experienced in some other parts of the country.

• Lots of employers looking at diversity as part of succession planning. Successful firms are looking to have a diverse demographic so that workforce does not all retire at once: age, gender, skills, etc. They are “hiring for difference, not sameness.” This creates a dynamic workforce. Immigration is one piece of a larger thrust for diversity.

• Under the proposed Employment Standard of the Accessibility for Ontarians with Disabilities Act (AODA), most employers will have to implement employment standards that ensure an absence of barriers for those with disabilities. We are taking advantage of this requirement to implement a broader employment systems review that will consider not only those with disabilities, but also a wide range of diverse groups such as immigrants that face workplace-related barriers. This will include a review of many aspects of employment, from job postings and hiring procedures to promotion and development decisions.

• We intend to create a diversity steering committee of employees that will help to develop our diversity strategy and be involved in the employment systems review. This self-selected group will help design the diversity training that will be taken by all employees, hopefully by the end of this year. Training will likely consist of a half day or full day session.
• Our **Diversity Strategy** contains a plan for a workforce audit or employee census. This is still in the planning stages, but it would yield specific information about the diversity of our workforce.

• In partnership with Naylor McLeod, we have had three immigrant interns working for us. These were two week, unpaid placements. We know these are “baby steps,” but they give some Canadian experience while also increasing awareness among our own employees about immigrants. We are looking to provide more of these short term placements.

### 5.8 Key findings about immigrants and the labour market

- There are relatively fewer immigrants in Wellington County compared to Ontario, and they are also more settled than those in Ontario.
- While recent immigrants are better educated than non-immigrants, there tends to be a mismatch between their field of education and their industry of employment.
- Recent immigrants are better educated than non-immigrants, but there is often a mismatch between their field of education and their industry of employment.
- Wellington County has significant employment in the agricultural sector. Foreign workers are more likely to be employed under the Pilot Project for Occupations Requiring Lower Levels of Foreign Training as opposed to the Seasonal Agricultural Workers Program. They are largely employed in mushroom, poultry-catching, and fish-bait industries. No data is available on these workers.
- Barriers to employment identified include: lack of social networks connecting immigrants to jobs, inadequate language skills, Canadian experience requirements, cross-national differences in occupational titles.
- Employers identified numerous benefits of hiring immigrants, including: helps connect with diverse client or customer base; strong work ethic; to fill future workforce shortages; products of different educational systems bring new points of view, new ways of approaching problems; loyalty, gratitude for the opportunity.
- Local employers had numerous practices to recognize and promote diversity in the workplace, including multilingual materials for clients and employees, mentorship programs for all employees, relying on the linguistic and cultural competence of employees to translate and problem solve; potluck meals, diversity training, and making short-term work placements available for immigrants.
6.0 Services

Newcomers to Canada may rely on a wide variety of services after moving into a community. Some of these may be settlement services, e.g., initial orientation and language classes, which are generally funded by governments specifically to assist immigrants and refugees. Other important services available to everyone, e.g., public transit or community health centres. Both types of services can be very important to the settlement experience. The challenge is to ensure that a wide range of services are available and accessible for newcomer populations.

In this chapter, we describe the core settlement services funded by the federal and Ontario governments, list the local service providers who provide settlement programming, present data on local services that are utilized by immigrants, including a recent survey of service providers. This chapter also identifies gaps in services based on demographic data, service provider data and interviews. Finally, it includes an assessment of the service delivery climate, existing partnerships and prospects for future partnerships.

6.1 Description of core settlement services

These services are funded by the federal or provincial government in Guelph and Wellington specifically to serve immigrants and refugees. The following are funded by Citizenship and Immigration Canada:

- **Immigrant Settlement and Adaptation Program (ISAP):** provides reception, initial needs assessment, referral to community services information/orientation, interpretation/translation, solution-focussed counselling, and employment related services and service bridging. This service is offered by Immigrant Services as well as by Wellington County.
- **Language Instruction for Newcomers to Canada (LINC):** provides English language instruction to eligible adult immigrants to facilitate their social, cultural, economic and political integration into Canada.
- **Enhanced Language Training (ELT):** intended to help newcomers, who are eligible clients, enter and remain in employment commensurate with their skills and qualifications. This ELT initiative provides labour market levels of language training, including job-specific language training, to enable newcomers to find and retain jobs commensurate with their qualifications and skills. The ELT initiative also includes a bridge-to-work component, such as mentoring and job-shadowing.
- **LINC Assessment Centre:** provide eligibility screening based on client immigration status and linguistic assessment rating in one of 7 LINC levels or a literacy level, if appropriate, and referral to appropriate CIC funded programs in the community.

Through the Ministry of Citizenship and Immigration (MCI), the Ontario government funds:
• **Newcomer Settlement Program (NSP):** The Newcomer Settlement Program provides funding to community-based not-for-profit organizations across Ontario to make sure that newcomers get the information and help they need to live, work and learn in Ontario.

• **Language Training (English):** Participating District School Boards that receive ESL or FSL funding will deliver ESL or FSL training providing English or French language instruction to assist adult learners in improving the four language skills (speaking, listening, reading and writing) they need to settle, find jobs, pursue higher education and participate in the community. Participating District School Boards that receive CL funding will deliver Citizenship and Language training providing English or French language and information about Canada's history, geography, government, and may include Ontario-specific culture, heritage, laws, rights and responsibilities to prepare adult applicants for the citizenship test or interview, to broaden their knowledge of Canada and Ontario and to encourage participation in the community.

• **Labour Market Integration (LMI):** Bridging programs that help internationally trained professionals obtain licensure and employment within specific fields. Programs offer prior learning assessment, academic training, occupation-specific language training, mentoring, work experience and employment services.

### 6.2 Settlement service providers in Guelph Wellington

Many organizations in Guelph and Wellington have clients who are immigrants and refugees. Fewer organizations actually offer programs or services that specifically address the various needs of such newcomer groups. The latter are listed in this section of the report.

Organizations serving newcomers have different areas of focus. They can be grouped into several categories:

• **Settlement and immigrant serving agencies,** which offer settlement services and serve immigrant and refugee populations exclusively.
  - Immigrant Services Guelph Wellington (ISAP, LINC assessment, NSP)
  - Wellington County (ISAP)

• **Language training providers,** which offer courses in English or French as a Second Language and serve immigrant and refugee populations
  - Naylor-McLeod (ELT, LINC)
  - Upper Grand District School Board (LINC, ESL)

• **Employment service providers,** some of which have a broader clientele base than immigrants and refugees but which offer specific supports for newcomers
  - Lutherwood (Job Search Workshop through ISAP)
  - Naylor-McLeod (Job Search Workshop through ISAP)
• **Community health clinics**, which do not require provincial health insurance coverage to receive services, and as such attract new arrivals, who cannot obtain OHIP coverage during their first three months in Canada, as well as persons living without status in Canada (refugee claimants whose cases were denied, visa overstayers, and the like)
  o Guelph Community Health Centre

• **Other**, such as public library systems and bridging programs that offer various programs and supports for newcomers
  o Veterinary Skills, Training and Enhancement Program (VSTEP)
  o Future Watch: Green Opportunities

### 6.3 Data on local services used by newcomers

Newcomers access a much wider variety of services than those listed above. In order to have a better knowledge of the services used by newcomers in Guelph and Wellington, several inventories of services have been compiled in recent years:

A 2007 survey of service providers by the United Way Guelph-Wellington found that community services, including those geared towards newcomers, are for the most part located in the City of Guelph. Fewer than three in ten service organizations in Guelph and Wellington offered any programs specifically to the needs of newcomers.28

The 2008 *Directory of Services for New Canadians in Guelph* was a project of the Guelph Inclusiveness Alliance and produced by Community Information Guelph. It listed 87 organizations that provide services in a variety of areas.

More recently, again using the large database through Community Information Guelph, an 'inventory of services for new Canadians' was produced for the LIP. This specialized view of the Community Information Guelph database included human service organizations or programs located in Guelph and Wellington County that provide:

• Immigrant-specific services
• Organizations that are in receipt of funding to provide culturally inclusive services (includes groups that may receive funding to offer inclusivity training to their board/volunteers and Staff)
• Services that newcomers are likely to need within their first two years of arrival. This will include nonprofit and government services related to transportation, health, mental health, employment, housing and education.

The entire Community Information Guelph database includes about 1,900 records in its public view while the collection to support the LIP inventory view is 191.

---

Survey of service providers
Using this specialized database, Community Information Guelph then worked with the LIP to survey local service providers. In February 2010, notice of this online survey was sent out by email to approximately 170 contacts in community agencies, and an additional 30 agencies were contacted by phone. In terms of response, 83 persons/organizations started the survey and 46 or 55.4% of initial respondents completed the survey. Responding agencies represented a good cross-section of large agencies and small organizations, all three levels of government, and nonprofits in key areas such as health, housing, food, and community supports.

The first question of the survey asked, “Is your organization specifically mandated/funded to provide services or programs to immigrants/new Canadians? In response, 14 organizations or 17.5% of respondents stated “Yes” and 66 organizations or 82.5% replied in the negative. The next survey question asked, “Does your organization have programs/services that are accessed by immigrants/new Canadians?” In response, 52 organizations or 77.6% of respondents stated “Yes” and 15 organizations or 22.4% replied in the negative. More than 4 in 5 organizations then stated that new Canadians could access all their programs, not just specific ones.

These survey results indicate that only a minority of organizations in Guelph and Wellington provide any programs specifically for newcomers, but that newcomers are accessing services at three in four community organizations. In other words, newcomers access services far beyond those that target them specifically.

Respondents listed 46 services or programs that are being accessed by immigrants/new Canadians. These included a wide range of programs, such as information and referral, language classes, job search supports, housing service, food banks, health-related services, policing, counselling, a Senior’s group, and others.

Of the programs identified as being accessed by immigrants/new Canadians, 61% included some supports such as childcare, cultural interpretation, or transportation assistance to remove barriers to accessing services. The various supports offered were cultural interpretation (36%), transportation (20%) and childcare (16%) and translation (9%). On the other hand, 39% of programs offered no supports to participants to enable them to access services. Keeping in mind that these are services that were identified and then self-selected as being ones utilized by newcomers, it is highly likely that these services offer proportionally more supports than do most of the services and programs offered in Guelph and Wellington. In other words, the incidence of supports needed by newcomers actually being available within the larger population of services is certainly lower than 61%.

Close to two-thirds of these programs had eligibility requirements for accessing them. Requirements were based on age, sex, place of residence, income, immigration status, employment status, OHIP coverage, and more. Some programs could only be accessed

29 Totals are more than 100% because some services offer multiple supports.
by referral. Although eligibility requirements can enhance the match between the needs of clients and the services offered, they may also in fact limit access for some people who need a particular service but are not deemed eligible.

6.4 Gaps in service

Demographic data suggests that there are immigrant subgroups with specific service needs that should be addressed, and further data is needed about some populations:

- Unemployment and underemployment is a reality for recent (as compared to non-recent) immigrants.
- There has been substantial growth in racialized (visible minority) communities especially Arab.
- There is a high proportion of recent immigrants living in Onward Willow, West Willow Woods, and Parkwood Gardens. Recent immigrants are characterized by high educational qualifications, relatively low incomes, and 63% are from Asia and the Middle East. The service needs of these populations include settlement supports (orientation and language training), employment services, housing supports, and access to health care. These populations face linguistic, cultural, and financial barriers to accessing services.
- There is no data indicating what percentage of immigrants and recent immigrants are children, though this has implications for service needs/gaps.
- There is no data that categorizes newcomers to the area by immigration class. Permanent residents who land in Canada do so under three general categories: economic class, family class, and refugees/protected persons. It is widely recognized that economic class immigrants are more likely to lack social networks, family class immigrants are more likely to need extensive language supports, and that refugees usually have more acute needs stemming from pre-migration experiences of conflict and trauma. Refugees were very seldom mentioned during the course of the scan. To ascertain service gaps affecting different classes of immigrants, further research is needed on the breakdown of newcomers to Guelph and Wellington by immigration class.

Service provider data indicates:

- only a minority of immigrant-specific services (4 of 23) focused on long-term social integration and inclusion (e.g., LIP, Future Watch, Ontario Community Builders, Be the Change30)

---

30 Be the Change is a program designed to benefit new immigrants and communities. It recruits new immigrants and trains them in eight community development skills that will enhance their capacity to organize and mobilize others to develop home-grown projects that will solve common issues facing their groups, community or neighbourhood. Funded by the United Way, it is offered by Immigrant Services Guelph Wellington.
• lack of diversity within organizations and lack of cultural and linguistic competency are major issues and potential barriers to effective engagement and service delivery
• There are no befriending, matching, or mentoring programs such as the HOST program.
• There are very few employment programs that include work placements to help immigrants gain Canadian experience.
• Job seekers lack individualized, personal attention. They want to feel that their needs are being understood, and the solutions being presented were tailored specifically to address those needs. Without exception, if a service was seen to be individualized, it was seen to be more effective.
• Geographic proximity and/or transportation barriers to services could not be ascertained.
• There was little information on the accessibility of other services vital to newcomer integration e.g., affordable housing, criminal justice, health, recreational, or on policies to promote integration and inclusion.

Interview data indicated that:

• Seniors are an underserved population, including long term care for diverse populations.
• Youth are an underserved population.
• Need for education of immigrants about education system and their right to question/engage with teachers. At the high school level, some youth are being tracked according to their ethnicity rather than by ability. Parents do not understand what tracking is, and how this will affect their child’s prospects for higher education. They do not know how to advocate for their children, and that they can have input into their children’s educational choices.
• There are not enough opportunities to access sports and recreation by immigrant groups, especially youth.
• Need for more interpreters, even interpreters who could travel from service to service as needed
• Need for culturally appropriate services, e.g., ethnic match and cultural sensitivity on the part of service providers.
• There are now fewer employment service providers due to transformation of Employment Ontario services this year. It is too soon to tell how this will impact newcomer populations.
• Few immigrants are accessing services in Wellington County, so there is little awareness of immigrant realities. Need for education, greater awareness in the County. At present, newcomers may be welcomed with a package, but need to do more.

Key informants cited two main challenges for service provision to immigrants and other newcomers:
• **Meeting increased demands for service.** Influxes of new immigrants and refugees create service demand, but service providers are often caught unprepared for any such increases. This underscores the need for coordination when an influx happens.

• **Increasing awareness of services.** Many clients come based on word of mouth—it is more effective than advertising—but how can new populations that may lack these social ties to services be reached?

### 6.5 Sample inclusive practices

These are examples of inclusive practices that were found during the research process. It is not a comprehensive list, but it is included to show some examples of good work that is taking place in Guelph and Wellington.

- Interpreters are available for all services provided by Women in Crisis Guelph-Wellington, including Sharing Our Experiences, a 20-week support group specifically for women born outside of Canada. The interpreters come from the Kitchener-Waterloo Multicultural Centre which has specific funding to assist in cases of women abuse. As such, there is no cost to Women in Crisis or the service users. In 2008, 25 to 30 different languages were heard in the group sessions.

- The website of the Guelph Community Health Centre is available in four languages. The Centre also has over 80 trained interpreters to help clients communicate with health care providers and community health workers. Thirty-two languages and dialects are represented in the Cultural Interpretation Program. Once a year, training is offered to community members wishing to become cultural interpreters.

- Ball for All recreation program at Onward Willow. This is an open door recreation program held in the evenings, giving children and youth a free place to come exercise, socialize, and learn basketball skills.

### 6.6 Culture of service provision and partnerships

“Partnership” can have multiple meanings. In Schedule 1 of the LIP materials, Citizenship and Immigration Canada states that partnerships are formed and enhanced by the participation of multiple stakeholders in planning, and by the co-ordination of service delivery in the areas of settlement, integration, language training and labour-market integration. In brief, the focus is on the planning and coordination of service delivery.

**Examples of local partnerships**

Interview data indicated that Guelph enjoys a good track record of collaboration and partnership on various issues of importance, for example, the Poverty Elimination Task Force. In addition to the LIP, several relevant local partnerships were identified in the scan. Some of these, such as the Guelph Inclusiveness Alliance, exist for an indefinite period of time and may pursue different projects that fit the mandate of the coalition.
Others form for a specific time period to provide a particular program or service. Finally, there is one example of higher-level planning council that leverages its knowledge and networks in support of various local initiatives.

1) The **Guelph Inclusiveness Alliance (GIA)** is a multicultural coalition of more than 30 service provider organizations and persons focusing on making Guelph a more welcoming place for immigrants in need of support. The GIA produced the 2007 research entitled *New Canadians in Guelph and Wellington: What Local Service Providers and New Canadians Are Saying About Immigration and Settlement*. It has also shared information with the Wellington-Dufferin-Guelph Public Health (WDGPH), which provides GIA with epidemiological expertise and brings a determinants-of-health perspective to the coalition’s work. According to a case study in 2008 *Initial Report on Public Health* by the Ontario Ministry of Health and Long-term Care, “Through the GIA, Wellington-Dufferin-Guelph Public Health is attempting to identify and reduce health inequities among Guelph’s diverse populations, tailor its programs and services to better meet local needs, and share its knowledge and expertise with community partners.”

2) **Intercultural Leadership Advisory Board**, Initiated by MP Frank Valeriote in 2009, and includes Mayor Karen Farbridge, Liz Sandals, Lloyd Longfield, Roger Manning, Alastair Summerlee, Don Drone, Martha Rogers, Rob Davis and Marva Wisdom.

Mission Statement: to actively support and advance efforts in the community, where they currently exist or may be created in the future, that
- a) welcome existing and new immigrants to Guelph; and
- b) promote cross cultural exchange and dialogue; and
- c) encourage that application of ideas arrived at through intercultural dialogue to aid in the social, economic, educational, health, wellness and spiritual advancement of our residents.

3) **Global Experience** is a two-year initiative of the Guelph Chamber of Commerce to facilitate the transition of internationally trained professionals into skilled jobs. This initiative is being conducted in partnership with Conestoga College, Lutherwood Employment Services, and Second Chance.

4) **Onward Willow Better Beginnings Better Futures** is part of the Shelldale Community Centre and is central to the activities of 13 agencies located in the Centre. Collectively partners provide collaborative, co-located services to community families. This unique model of service delivery has received national and international attention as a best practice.

These examples show that, at least among participants in the above initiatives, there exists a real commitment within Guelph to enhance the profile of newcomers to the area as well as improve their prospects for settlement and integration. As one key informant stated, “There is a real intent, a sense of common purpose.” Beyond these examples, it is
generally felt that service providers in Guelph and Wellington work well together, with respect and regard for each other.

Nonetheless, there is often an element or competition among persons and organizations with similar interests and mandates as they often find themselves in competition with each other for clients, staff, and funding dollars. This is inherent to the system and occurs in every community that is home to multiple service providers. In Guelph and Wellington, the most explicit example of this is the recent funding of ISAP services through Wellington County. Whereas ISAP used to be offered by Immigrant Services Guelph Wellington only, there are now providers of the same CIC-funded program. Though there is a need for services that are delivered in a variety of ways and in different locations, this dual funding of ISAP services may have created some duplication of service at the local level (according to perceptions of some key informants).

Competition and conflict are especially likely to emerge in times when all service providers feel under-resourced, whether due to declining revenue streams or increasing demand for services. It becomes difficult to talk about collaboration and partnership in such a climate. Although funders like the idea of partnerships, effective partnerships are most often the product of long-term relationships and shared visions. Partnerships that form with the sole objective of acquiring a grant can be unequal and problematic.

**Prospects for partnership**

Key informants identified of partnership ideas and collaborative needs that would assist newcomers to Guelph and Wellington. The main theme was the need to expand capacity by creating linkages between the settlement sector and other service providers. It was stated that settlement services have great expertise and that they need to be more closely linked with other programs, e.g., volunteer programs, school programs, early childhood, seniors. There could be a lot of linkages formed with the university and sharing of learnings with the City of Guelph. There is work that can be done together, but people need to transcend their silos.

On a related point, there is no evidence of collaboration between service providers and local university faculty who have an interest in immigration and settlement. University faculty stated it was hard to “break in” to the service provider network. There seems to be an assumption that the two do not wish to work together when actually it might only take some communication and invitations. There has been some cross-fertilization of ideas, however: the University has representatives on the GIA, and students and faculty members participated in the November 2009 GIA symposium.

An expanded role for the GIA was also mentioned. This could entail expanding in terms of numbers and scope of organizations represented, or in terms of becoming more of a planning council.

Finally, key informants cautioned that advance work will be need to be done to reduce any fragmentation, competition that may emerge in Phase 2 of LIP.
In sum, service provider data indicated that many service providers are willing to form partnerships and prevent duplication or parallel services. There was also a need to build capacity within mainstream institutions to become more culturally competent.

6.7 Key findings about services

- A survey of local services providers found that only a minority of organizations in Guelph and Wellington provide any programs specifically for newcomers, but that newcomers are accessing services at three in four community organizations. In other words, newcomers access services far beyond those that target them specifically. As such, there is a need to build capacity within mainstream institutions to become more culturally competent.
- Of the programs identified as being accessed by immigrants/new Canadians, 6 in 10 included some supports such as childcare, cultural interpretation, or transportation assistance to remove barriers to accessing services. It is thought that the incidence of such supports would be much lower in the larger population of general social services.
- Close to two-thirds of these programs had eligibility requirements for accessing them. Requirements were based on age, sex, place of residence, income, immigration status, employment status, OHIP coverage, and more.
- Most of the major provincially and federal funded settlement services are available locally, with the exception of the HOST program. There is no befriending or matching program that links newcomers with more established residents.
- Service gaps were also identified with respect to seniors and youth, opportunities for work placements, and more intensive employment supports.
- Another service gaps is the paucity of programs focusing on longer term integration of immigrants and refugees. A notable exception is the Be the Change community development program at Immigrant Services Guelph Wellington.
- Service provider data indicated that many service providers are willing to form partnerships and prevent duplication or parallel services. There are some strong examples of existing partnerships with an immigration and diversity focus, but few that include service delivery.
7.0 Conclusions and Next Steps

This report began by introducing the Local Immigration Partnership Council vision statement of “a caring, equitable community where everyone thrives” and very briefly reviewing recent thinking on how communities can attract and retain newcomers. The scan proceeded by identifying the needs, gaps, and strengths of Guelph Wellington as this community works to become more inclusive of immigrants.

The findings in this report are based on interviews, consultations with ethnocultural communities, and labour market analysis. They also incorporate and build upon the findings of existing relevant local studies conducted by the Guelph Inclusive Alliance, Workforce Planning Board of Waterloo-Wellington-Dufferin, and the Guelph-Wellington Employment and Training Committee. This is intended to set the stage for the actual strategy development that will be the next phase of LIP activity.

In this concluding section, findings from the report will be integrated into some summative key findings. Starting from the premise that a thriving community is a connected community, the following are some findings from the report that can be turned into community opportunities. Where examples of such opportunities were found in the research, they are also included. Readers are encouraged to examine the body of this report for many other important findings that are not captured in these very high level conclusions.

7.1 Labour market and employment opportunities

Employment was noted as a predominant settlement need of newcomers and immigrant families. Though recent immigrants are on average highly educated, they face significant barriers to find work commensurate with their skills and abilities. Whereas more settled immigrants have income levels on par or even above those of the local Canadian-born population, recent immigrants have significantly lower levels of income, and many live in poverty.

Key finding 1: For newcomers, language skills and familiarity with Canadian workplace culture have increasingly become prerequisites for employment.

➔ Community opportunity: Better connect employment services to employability.

Examples: work experience options (job shadowing, internships), mentorship programs, occupation-specific language training, bridging programs, relevant volunteer experiences, public education campaigns to employers about demographic trends and benefits of hiring immigrants.

Key finding 2: Many newcomers lack social networks to connect them to jobs, especially the “hidden job market” of informal hiring that often characterizes SMEs.
Given the large proportion of SMEs in the area – almost 90% of local employers have fewer than 10 employees – this is a highly salient local issue.

→ Community opportunity: Better connect newcomers to the social networks that lead to employment.

Examples: membership in professional and civic associations, other professional networking opportunities

**Key finding 3:** There is some overlap in local labour force needs and skill sets of immigrants. Wellington County, including Guelph, employs relatively fewer people in healthcare, business services, and finance compared to the province as a whole. Local employers are having difficulty hiring in the areas of customer service, IT, skilled trades, marketing, engineering, healthcare, and financial services. At the same time, the most common fields of study among immigrants include engineering and related technologies and business/management

→ Community opportunity: Better connect immigrants in professions experiencing shortages to work in their fields.

**Key finding 4:** Local employers see a variety of benefits to hiring immigrants and have a range of practices to hire, retain, and support diversity in their workplaces.

→ Community opportunity: Better connect employers who can learn from each other about employing immigrants.

**Key finding 5:** For many employers who welcome diversity in the workplace, diversity is one piece of a progressive human resources program for all employees.

→ Community opportunity: Better connect employers to good human resources practices.

Example: mobile human resources consultants that can assist SMEs lacking these resources

**7.2 Opportunities for service provision**

Beyond the immediate settlement needs of orientation and language acquisition, newcomers need to access a full range of community services, including education, healthcare, income and housing supports, and recreation programs. In the community consultations, newcomers indicated that they often struggled to find information on their legal rights, housing, health care, and how to find a job or obtain a drivers license. If communities outside major urban centres wish to attract and retain newcomers, they must work to ensure that services are available to newcomers.
Key finding 6: Immigrants have service needs that are similar to those of the broader population, but they face distinctive barriers to accessing services, including financial, linguistic, and cultural barriers. There is a need to build capacity within mainstream institutions to become more culturally competent.

Community opportunity: Create accessible, relevant services that meet the needs of newcomer and diverse populations.

- Examples: centralized network of language interpretation services; information provision on community services in multiple languages and venues, e.g., agencies, municipality, university, community centres; orientation package about the City of Guelph placed in public locations such as public libraries.

Key finding 7: Guelph is home to several existing partnerships with an immigration and diversity focus, and these relationships can be leveraged to creative innovative, integrated services.

Community opportunity: Build on existing partnerships to enhance the level of coordination and cooperation in service delivery.

- Examples: a “one stop shop” for immigrant services; creation of a community centre that can serve as a hub for various ethnocultural communities; knowledge exchange and reciprocal programming with ethnospecific and mainstream agencies; engagement and outreach through university partnerships, schools, ethnospecific organizations.

7.3 Opportunities for promoting a sense of belonging

Beyond immediate settlement and service needs, newcomers to a community want to be recognized as equals, to participate in civic life, and to have opportunities to contribute to the broader community through volunteering, working and connecting in other ways. This is not dependent on employers and service providers alone but rather involves the broader community.

Key finding 8: Creating an inclusive climate for newcomers in Guelph Wellington depends on harnessing the attitudes and actions of the broader public.

Community opportunity: Connect newcomers to the broader public, including more established immigrants.

- Examples: creation of a new befriending or matching program similar to the HOST program; expansion of local multicultural festival to other artistic, social and spiritual events that celebrate diversity; public education about immigration through local
schools and media; modifying existing programs that focus on people who are new to Guelph and Wellington. By tweaking them to include more specific supports to newcomers to Canada, they could become simple but powerful ways to demonstrate welcoming and inclusive community.

- **Newcomers Club**: This Club exists to welcome women new to Guelph and to act as a place where friendships can be built. It helps to acquaint the newcomers with their new city and promote friendship among members through a variety of programs.
  - Could add a matching/befriending program or group for new Canadians

- **Welcome Wagon**: Welcome Wagon welcomes newcomers to the Guelph community. It offers free gifts and free community information such as community maps and information to help newcomers to become connected to their community.
  - Could have extra materials for newcomers to Canada

- **City of Guelph waste management**: New residents of Guelph receive an information package (and a personal visit?) from city staff about recycling and waste disposal.
  - Could pass information about other local services

In conclusion, the likely success of an initiative such as the Local Immigration Partnership relates to the engagement of -- and benefit to -- all members of the wider community. As captured in the community consultations and key informant interviews, Guelph Wellington has much to offer newcomers, and it will benefit greatly by fully including them in local economic, social, and cultural life.
8.0 Complete List of References


Conference Board of Canada. *City Magnets II: Benchmarking the Attractiveness of 50 Canadian Cities* (Ottawa: Conference Board of Canada, January 2010).


Statistics Canada, *Census 2006,* various data sets.

________. *Canadian Business Patterns.* (provided by Carol Simpson of the Workforce Planning Board of Waterloo-Wellington-Dufferin.)


________. *Immigrant Employment by Field of Study In Wellington County.* (May 2008).

________. *Workforce Focus.* (May 2008).
Appendix A: List of Persons Interviewed

Sue Bennett, Director, University and Community Relations, University of Guelph

Alan Boivin, General Manager, Delta Hotel Guelph

Prof. Susan Chuang, Dept. of Family Relations and Applied Nutrition, Univ. of Guelph

Ken Dardano, Executive Director, United Way of Guelph and Wellington

Rick Eller, Employment Development Services, Lutherwood

Karen Farbridge, Mayor of Guelph

Sarah Haanstra, Social Planning Director, United Way of Guelph and Wellington

Allison Hedges, Director of People Resources, Delta Hotel Guelph

Lloyd Longfield, President and CAO, Guelph Chamber of Commerce

Jim Mairs, Senior Business Development Specialist, Economic Development and Tourism Department, City of Guelph

Daniel Moore, Executive Director, Family & Children's Services of Guelph and Wellington County

Dana Nixon, Manager, Staffing and Workforce Planning, Human Resources, City of Guelph

Andrea Olson, Executive Director, Guelph Community Foundation

Prof. Kerry Preibisch, Dept. of Sociology and Anthropology, University of Guelph

Roxanne Rose, Director of Human Resources Canada and USA, Linamar Corporation

Janet Roy, President, Premium HR Solutions

Jim Scannell, Guelph and District Labour Relations Council

Shaun Scott, Director of Human Resources, Linamar Corporation

Carol Simpson, Executive Director, Workforce Planning Board of Waterloo Wellington Dufferin

Prof. Margaret Walton Roberts, Dept. of Geography, Wilfrid Laurier University
Appendix B: Other Input to the Strategy

Many of the persons interviewed for this scan had advice for those designing the immigration strategy. These included views on strategy design as well as what content should be included in the strategy:

- Keep reinforcing that this is a community project, not a city project.
- We have several ongoing collaborative planning exercises underway in Guelph. Challenge will be around collaborative implementation. What new governance structure can be put in place to move forward?
- Success will come through engagement. Must develop a community-based accountability framework and how to sustain it.
- The “easy out” is to designate the local government as the principal actor, but local governments are too rigid and bureaucratic.
- Focus on local employers and changing their hiring practices.
- Create an online database that includes a list of available immigrant skill sets (similar to www.skillsinternational.ca database)
- Everyone knows about settlement needs and how important they are, but it needs to go beyond the idea of “immigrant deficit.” Any strategy must be the responsibility of the community, and it must actually look at the community, and what needs to change, as opposed to looking at immigrants and how we can correct their deficiencies. How has Guelph been running its meetings? Who is included? How do you operate? Could community centres be more inclusive? If existing groups don’t open themselves up to newcomers, then traditional trajectory towards community leadership will stop working.
- University should be involved at a high level. Would like to know of the resources available across the board, how to more strategically use the current resources.
- If the question is how to be more welcoming, it’s all about jobs and schools. Jobs for the parents, schools for the kids.
- Need to link people beyond the Multicultural Festival, build on this positive event to link communities and cultures further. Can this be promoted at other key times of year, perhaps linked to employment? Would like to see success stories of how newcomers have adapted locally.
- Since we cannot do much about improving foreign credential recognition processes at a local level, why not document some best practices that local employers have used? Employers listen to other employers, not government.
- Need to help promote entrepreneurship among immigrants, build on existing small business start up supports.
- Create a Guelph Workforce Development Council, a policy setting group that would include an immigration component. This Council needs a champion.
- Need to cultivate community leaders by creating a climate of inclusion within existing community and civic organizations, including assigning mentors to help newcomer board members, committee members, politicians, and staff members. Once such a framework for leadership exists, the system will become self-perpetuating. Need to bring ethnic leaders into mainstream institutions. Diversity attracts diversity.
Winter Community Consultations: Summary Report

By: Tom Lusis
Project Animator
April 1, 2010.
Local Immigration Partnership
Community Consultations: Summary Report

Table of Contents

Page

Table of Contents page 2.

Report Highlights page 3.

Section 1: Introduction page 4.

Section 2: Community Consultation Research Methodology page 4.

Section 3: Summary of Question 1 page 5.

Section 4: Summary of Question 2 page 6.

Section 5: Summary of Question 3 page 8.

Section 6: Conclusion page 8.

Appendix A: Raw Data for Question 1 page 9.

Appendix B: Raw Data for Question 2 page 15.
Local Immigration Partnership Project: Community Consultations

Highlights

1) Between February and March 2010, 21 community consultations were held in various venues throughout Guelph and Wellington County with a total of 190 participants.

2) The top three priorities areas identified in the community consultations were employment/financial stability, education/training and language/ESL.

3) All newcomer/immigrant communities identified barriers in the Guelph-Wellington labour market. Some suggested strategies to overcome barriers included job shadowing/placement initiatives and mentorship/bridging programs.

4) A general welcoming/orientation initiative/package providing information about living and working in Guelph-Wellington as well as the types of cultural associations in the area was identified as a need.

5) Multicultural/community centres where ethnic associations can meet, celebrate cultural events, and where newcomers can find support to increase their social networks and enhance their socioeconomic integration was identified as a need.

6) A public information campaign focusing on the role immigration plays in Canadian labour markets and population growth, and about the contributions newcomers/immigrants make to Guelph-Wellington was identified as a need.

7) Local municipal government was identified as a key institution to foster the socio-economic integration of newcomers/immigrants through programs and support materials.

8) The distance clients travel to language programs and a need for more flexible childcare were identified as potential accessibility issues with ESL Services.

9) Volunteerism was seen as a key way in which newcomers/immigrants could contribute to Guelph-Wellington while gaining Canadian experience and learning about Canadian culture and the society in which they live.

10) Many participants in the community consultations stressed the need for established immigrants to help newcomers. This form of capacity building included support groups, sporting activities and teaching newcomers about Canadian culture.

11) Many participants recognized that newcomer/immigrant integration is a two-way process. Newcomers/immigrants need to be prepared to integrate into Canadian society and be open to the other cultures found in a multicultural country.
Local Immigration Partnership Project: Community Consultations
Summary Report

Section 1: Introduction
This summary report provides a brief overview of the findings from the Guelph-Wellington Local Immigration Partnership (LIP) Project’s Winter 2010 community consultations. These sessions were guided by the LIP vision statement “We envision a caring, equitable community where everyone thrives”. In February and March of 2010, 21 community consultations were organized with a total of 190 participants.

Section 2: Community Consultation Methodology
The research questions for the community consultations were developed by LIP project staff with input from the Environmental Scan consultant Sarah Wayland. The questions related to the LIP project’s predetermined vision statement and were intended to identify priority areas for service provision and strategy development.

Question 1 was “Please rank the eight general categories in terms of their importance to the integration of newcomers/immigrants in Guelph Wellington”. Participants were given three dots/stars and asked to rank the most important settlement priorities facing their communities. The three dots/stars could be placed in whatever sequence participants felt appropriate (e.g. one star per priority, all stars beside one, etc.). To determine the priority areas LIP staff drew upon previous research conducted by the Guelph Inclusiveness Alliance (GIA). In 2008 the GIA produced a report titled “New Canadians in Guelph and Wellington: What Local Service Providers and New Canadians are saying about Immigration and Settlement”. In the report the GIA identified seven main themes related to immigrant settlement in Guelph Wellington including: Access to Information and Initial Orientation, Language and ESL, Cultural Sensitivity and Social Supports, Medical Care and Health, Financial Stability and Housing, Employment, and Transportation. LIP staff revised these themes and devised the following eight general categories of settlement needed were used for the community consultations:

- Language and ESL
- Medical Care and Health
- Housing
- Employment/Financial Stability
- Transportation
- Initial Orientation/Information and Social Supports
- Education/Training
- Other

Question #2 was “What are the responsibilities of the Guelph-Wellington community to ensure that it is a caring and equitable community where everyone thrives?” This question integrated the vision statement of the LIP project and was meant to stimulate discussion about what participants felt were the responsibilities of the
Guelph-Wellington community at large in supporting/facilitating the social and economic integration of newcomers/immigrants in the community.

Question#3 was “What are the responsibilities of newcomers/immigrants to ensure that Guelph-Wellington is a caring and equitable community where everyone thrives?” This question addressed the same general themes as question#2 but from the perspective of newcomers/immigrants.

To identify which ethno-cultural groups would be targeted for community consultations the Project Animator used Statistics Canada 2006 Census data to find the largest and fastest growing immigrant communities in Guelph Wellington. The groups were Chinese, East Indian, Pakistani, Sri Lankan, Iranian, African, Afghan, Filipino and Vietnamese. In addition, the Muslim and Sikh communities, the Francophone community, newcomer/immigrant youth, immigrant women, foreign-trained professionals, county service providers and an open session for the Guelph-Wellington community at large were scheduled. Ethno-cultural facilitators were recruited from each of the target groups. These individuals attended a training and orientation session and were responsible for facilitating the community consultations, recording the findings and producing a summary report. Between February and March 2010, 21 community consultations were held in various venues throughout Guelph and Wellington County with a total of 190 participants. When promoting the sessions attempts were made by the ethno-cultural facilitators to ensure that participants came from a diverse cross section of Guelph-Wellington’s immigrant groups in order to have representation from different cohorts in the community. For example, in one session the participant’s length of time in Canada ranged from three years to 52 years. Bus tickets and childcare were made available to all participants.

Section 3: Summary

Question 1 “Please rank the eight general categories in terms of their importance to the integration of newcomers/immigrants in Guelph Wellington”.

The highest rated priority area identified in question 1 of the community consultations was employment/financial stability. The second highest priority area was education/training followed by language/ESL. The lowest priority areas were transportation and “other”. These trends are displayed in Figure 1.

Some of the categories identified as “other” included; cultural acceptance and thinking that diversity is a strength, temple and place of worship, culture, peaceful community and low crime rate, a Hindu Temple in Guelph, school supports, recognition of (newcomer/immigrant) academic levels of education, and racism and discrimination.

---

1 The numbers displayed in Figure are based on data from approximately 90% of the community consultation summary reports. All summary reports indicated the ranking of the categories by participants however several did not record the number of stars/dots allocated to each category.
Section 4: Summary Question 2 “What are the responsibilities of the Guelph-Wellington community to ensure that it is a caring and equitable community where everyone thrives?”

There were six primary themes identified in the responses given for question 2. The selection of these themes was based upon the number of times they emerged in facilitator summary reports. The original responses from the facilitator reports pertaining to question 2 can be found in the Appendix 1 under the appropriate theme-related heading.

1) Labour market issues and suggestions. This was the most common theme in all of the summary reports and reflects the high priority placed on employment/financial stability in question 1. Many newcomer/immigrant communities spoke about the barriers they faced in Guelph-Wellington’s labour markets. These include a lack of Canadian experience, as well as non-recognition of foreign credentials and work experience. As a result, many foreign-trained professionals accept work outside of their fields of study and expertise. Groups also spoke of the impact of such de-skilling and loss of social status on depression, stress and domestic violence. Some suggestions to overcome labour market barriers included job shadow and placement initiatives as well as mentorship and bridging programs.

2) The need for welcoming/orientation support. Many groups felt that there was a lack of orientation services or supports in Guelph Wellington for
newcomers/immigrants. Newcomers often had a hard time finding information on their legal rights, housing, health care, and how to find a job or obtain a driver’s license. Some suggestions on how to address this issue were a “one-stop” information centre, an orientation package about the City of Guelph at public libraries, the shopping mall and schools, orientation sessions at City Hall and a welcoming centre. However it should be noted that “Initial Orientation/Information and Social Supports” rated fifth as a priority area in the rankings for Question#1.

3) Several groups suggested that there is a lack of multicultural or community centres in Guelph-Wellington. These institutions were seen as important places where ethnic associations could meet and hold their cultural events. It was also suggested that these centres could be a place where newcomers, lacking any contacts in the city, could gather information about life in Guelph, expand their social networks and find the necessary assistance to make their social and economic integration easier.

4) Public education about immigration. Multiple community consultations expressed the need for a public education campaign about immigration. There was a general feeling across various groups that the community at large lacked an understanding about why immigrants come to Canada, the difficult experiences many face in their home countries, and the contributions immigrants make to the economy of Guelph-Wellington. Some suggestions included an individual approach to education (e.g. newcomers/immigrants should take every opportunity to educate/teach/raise awareness of their culture), institutional approaches such as programs in schools and workplaces, and through the local media (e.g. the Guelph Mercury could highlight one ethnic community per month in a story).

5) The role of the municipal government in Guelph. In several sessions the City of Guelph was identified as a key institution which could promote immigration through partnerships, promotional materials and human resources policies. Some suggestions were that there should be a department in the municipal government tasked with supporting the social and economic integration of immigrants, an internal hiring policy which promotes diversity, more municipal signs indicating where to find resources for immigrants, and partnerships between municipal departments and newcomer/immigrants groups to organize clubs/groups and networking opportunities.

6) Issues related to the provision of English as a Second Language (ESL) services. The two main issues associated with the ESL services in Guelph Wellington related to geography and childcare. Participants felt that the location of ESL facilities was problematic in that students typically had to travel too far to get to the schools. For younger students, this meant that they had to leave the community where they had friends and were comfortable to attend a school at the other end of town where they had no social networks and felt isolated. In terms of
childcare issues, many felt that ESL schools needed more childcare facilities so newcomers/immigrants with children could attend the classes.

**Section 5: Summary Question 3 “What are the responsibilities of newcomers/immigrants to ensure that Guelph-Wellington is a caring and equitable community where everyone thrives?”**

There were three primary themes in the responses given for question 3. The original data can be found in the Appendix 2 under the appropriate theme-related heading.

1) Volunteerism. Almost all of the community consultations identified the need for newcomers/immigrants to volunteer in the local community. This was seen as an advantage for newcomers/immigrants and the community at large. Volunteering would allow newcomers/immigrants experience Canadian culture, gain Canadian experience while positively contributing to the society in which they now live.

2) Capacity Building. Many of the groups participating in the community consultations highlighted the need for established immigrants to help newcomers, members of their own ethnic community and other immigrants in general. They stressed the need to support others through sporting or social activities, educating newcomers about the English language and cultural differences in Canada and the creation of peer groups for people with shared experiences (e.g. newcomer youth or individuals from war torn countries).

3) Integration. Many of the participants felt that it was the responsibility of newcomers/immigrants to integrate into Canada’s multicultural society. It was suggested that newcomers/immigrants should be open-minded and develop an equal respect for all cultures in Guelph-Wellington. Rather than remaining among their own cultural/ethnic groups, newcomers/immigrants were encouraged to develop a balance between practicing one’s own culture and taking part in Canadian society. Cultural (e.g. music, dance, art) and sporting events were identified as a potential means of capacity/community building as these activities are not as reliant on language but share a common appreciation by those who participant in these activities.

**Section 6: Conclusion**

The main themes identified from questions 1 and 2 suggest that there are considerable barriers to the economic integration of newcomers/immigrants in Guelph-Wellington and that there are gaps or short-comings in some areas of important service provision. The main themes in question 3 suggest that many newcomer/immigrant communities are prepared to contribute to the process of making Guelph-Wellington a caring and equitable community where everyone thrives through volunteerism, building the capacity within their communities and promoting social integration into Canadian culture and society.

The community consultations were part of the LIP Environment Scan phase of the project. The findings from these sessions will be brought forward for further consideration into the Strategy Development phase of the project.
Appendix A
Primary Data for Question 1

The following comments were drawn directly from the facilitator’s summary reports and can be considered verbatim answers from the participants at the community consultation sessions.

Labour Market Issues/Suggestions

“Job placement and connections with professional associations
(as suggested by a participant who was a mechanical Engineer having over 10 years experiences that government has to place engineers or highly skilled professionals in the related industry on the same job title they had been working back home as well as government should provide financial support to individuals for at least 6 months and offer companies tax benefits as a reward).”

“Some of these people come with Bachelor Degrees or higher education and they are working at Tim Horton, food service. When they have been professional trained as Veterinarians, Architects, Dentists, Teachers, etc. This experience is very devastating for any individual.”

“They (newcomers/immigrants) are requesting a simple test, apprenticeship or a short course to upgrade/revalidate their studies or their foreign licenses for them to get their respective Canadian certification in a short period of time.”

“Subsidize employers for hiring immigrants to help them stabilize.”

“Depression, mental issues, and domestic violence is really high among immigrant and newcomers and the reason is no employment or financial stability.”

No doubt that employment & financial stability rank the first at most of ethnic group’s session.

“The Guelph Wellington County has to collaborate with local employers, not for profit organisation, and government agencies to promote and to encourage l’integration and insertion of skilled immigrants in the job market. Some basic strategies of the program are mentorship, the short term professional placements and the sensibilisation of the public.”

“Employment - A volunteer centre for profit businesses which include job shadowing would be good. Encourage Guelph organizations to create volunteer opportunities which could lead to employment.”

“Proportional representation – companies have spots for immigrants – government could pay for benefits or create incentives for employers. Perhaps tax rebates or subsidize the employer’s fees.”
“Job Shadow – the first job is the most difficult to find. Before this job perhaps companies or organizations could have spaces for job shadowing and give incentives to companies.”

“Guelph/Wellington community should provide mentorship programs for immigrants and newcomers to acquire “technical” language to allow them to apply their skills.”

“There has to be more Educational apprenticeship programmes so that people should not lose their hope.”

“Need to create job opportunities for newcomers and assistant positions in their fields to create and build in-country experience.”

“Mentorship program needed.”

“Bridging programs needed.”

“Education transfer programs should available and promoted in our communities. Parents who were professionals in home countries are working in factories or fast foods outlets in Canada.”

**Welcoming/Orientation**

““Canadian Culture” training for newcomers – how people dress, how they eat, how they carry themselves – this would help newcomers with initial culture shock.”

“An office or an information desk where the immigrant can get information regarding their legal rights as new immigrants, Canadian laws, regulations, housing, ESL schools, health care, where to find a job, driving licences, etc. “

“An information centre or an information desk where immigration can help the newcomers and grant information on how to upgrade their professional licenses and careers. They should also learn how to validate their past studies and university studies in order to get a Canadian license.”

“Newcomers should have a guide with information on who to contact for assistance (e.g. community health guide) – priority on Healthcare availability.”

“Information sessions on laws, rights, and regulations (invite police and other community services to speak to the groups).”

“Having more outreach program for all newcomers in each city, including families, single, and/or international students.”
“Orientation Package for City of Guelph at public library and schools.”

“Directions to find Job/Work and now the opportunity surrounding each city if it’s industrial jobs or agricultural jobs.”

“The welcoming center like a culture-specific community centres is very important because the newcomer can find all initial orientation services in his language.”

“The welcoming center could organize workshops about how to access services, links with citizens who could help them become more familiar with their new home; greater sensitivity to their level of English when they access services.”

“Arrange orientation session for newcomers at City Hall.”

“Feel that there are no real resources at this time. No welcoming committee – if so – it is not user friendly to the culture and not really that accessible.”

“Would be helpful if the city could provide a list of newcomers to different cultural organizations so that there is a link to the resource.”

“There should be a set procedure in welcoming people into the community and city.”

“Welcome/ Settlement Centre: With information on Health Care, Schools, Daycare etc”

“Settlement Info in Public places: eg Brochures in Buses, Mall, Doctor’s’ offices.”

“Immigration packages – there should be a link in the website for newcomers abroad to learn about Guelph.”

“Welcome package for newcomers is essential – how do they get information about what is available in Guelph.”

“Need to create an agency/information centre for newcomers (information about drivers licence, property taxes should be available in a one stop shop).”

“Linking our community by listing some contact information in websites to support Cultural activities and to offer them personal support or Help.”

“Orientation issues for everyone arriving in Canada – orientation package must be available in a visible location. Airport location not useful for outlying areas as package is Toronto focused.”

“There needs to exist an orientation package for the permanent community in the area. Welcome sessions given by permanent community members (including potential employers, health representation, education representation etc.) are essential.”
Community Centres

“Guelph-Wellington needs an Established Community Centre.”

“Establish mechanism to help newcomers with situations (e.g. job-related
disagreement/discrimination with employer) – support system within community made up of volunteers.”

“Create places where the residents of Guelph have access to information about immigrants to foster awareness, and sharing.”

“Provide cultural centres for groups to meet and plan their activities Orientation for newcomers should be an ongoing activity. Newcomers are at different states of their immigration and cannot handle too much information when they are dealing with the overwhelming impact of immigration and the immigration journey.”

“A common meeting place for newcomers can help make the process of integration into society easier.”

“Free space for Cultural events (Festivities).”

Education About Immigration

“Newcomers feel that there is lack of respect for new immigrants in the community of Guelph. This community need to be patient with immigrants who don’t speak much English or who have strong foreign accents. They want to feel part of the Canadian population but they feel rejected.”

“People don’t understand us or why we came to Canada.”

“Must educate and teach others about our experience. People do not understand the difficult backgrounds or experiences we have faced before coming to Canada. If people knew than they would be less likely to bully us or turn their backs to us.”

“Take every opportunity to teach others about our cultures and traditions and take time to learn about theirs.”

“If there wasn’t a need for newcomers then Canada would not bring us here. We need Canadians to be educated about first generation immigrants.”

“Canada is a country of immigrants. Canadians should have an open mind about immigrants. Some Canadians feel that immigrants are occupying their spots i.e. taking their jobs.”

“It would be good to show the contribution of immigrants to the Canadian economy and the money they brought here to contribute. We have to bring a lot of savings from our country and we contribute to taxes. We use fewer services like the food bank and social
services. The government should inform the present population the real truth about the immigrant contribution to our community.”

“Guelph Tribune can introduce one ethnic group in the newspaper per month. Volunteers from different cultures could do the research and then the Tribune could promote different ethnic groups – this help educate second, third or more generation Canadians.”

“Community events and workshops should be advertised in local newspapers. There should be an immigrant/newcomer page weekly or bi-weekly.”

“Produce more social networking like Host program with Multicultural centres and schools, educate the public (employer, schools, private sector etc) about diversity and what’s strength it bring to our great country.”

“Create awareness about our culture, religion & festivals and learn more about other cultures.”

**City Of Guelph**

“City should have groups to help various newcomers from different backgrounds (volunteers can also help) – i.e. community-based help service.”

“Neighbourhood Groups or City of Guelph should organize clubs/groups for newcomer youth. A place to talk about their experiences, share resources, hangout, etc.”

“City should have a policy on Diversity. City should have networks with multicultural (ethnic) groups.”

“There should be a department within the City of Guelph that is solely responsible for initiating transitioning immigrants.”

“The City of Guelph needs to have more signs up with regards to where the resources for immigrants can be found.”

**ESL Issues**

“ESL and childcare classes – provide more program choices (e.g. job skills development), for those that may not need the ESL class, but who participate to take advantage of the included childcare, or to feel they are participating in something.”
“Each school should have its own ESL program. Group felt that going to school outside of their neighbourhoods was unfair and created social barriers. Group members indicated that they felt like outsiders at school and in their home neighbourhoods.”

“All ESL courses should be available in the evening for parents that work through the day. Childcare or programming should be available for children while parents are involved in ESL programming.”

“Need more ESL schools with childcare.”
Appendix B
Primary Data for Question 2

Volunteerism

“Donate their capabilities and experience by volunteering and helping those in need.”

“Volunteer and find other ways of giving back – unite as a community.”

“Volunteers from community for helping support newcomers (e.g. interpreters).”

“Newcomers should volunteer in the city and in their neighbourhoods. People should see newcomers working hard to improve the city.”

“Be involved with local Agencies in the city by volunteering”

“He has to help its neighbours working by volunteer. Being part of groups community taking active the politic and social life of the community.”

“Join social committees and volunteer – to increase your awareness of the city and community.”

“Good citizenship: Volunteering, recycling, environmentally conscious and civic responsibilities.”

“Volunteerism will enable immigrants to have direct input to the community while assisting their own.”

“Volunteering will provide the much needed Canadian experience.”

“Volunteer to meet people to understand cultures. Interaction is important”

“Should increase volunteer/charitable work “

“Volunteering is important so that they have a sense of contribution and ownership in their community”

Capacity Building

“To help the newcomers and my community.”

“Programs established to help connect individuals with shared experiences. Support for adults and children who are coming from war torn countries or have experienced violence.”
“Opportunities should be developed to participate in activities/sports from their home countries. Group members had games and sports that they feel others would enjoy if they had a chance.”

“We must support other newcomers. We cannot be selfish and only take care of ourselves.”

“Newcomers need to do outreach in their communities in partnership with city workers or neighbourhood groups. Need to create partnerships to build community.”

“Newcomers should role model good behaviour to other newcomers and should influence others to do the same.”

“Newcomers should work together and support each other regardless of what country you come from. It’s important to help all people not just people you already know.”

“Take the initiative to learn, re-train and re-educate.”

“Our community members can volunteer to teach English and Cultural differences.”

“We can organise language programs and competitions for our community members.”

“We can encourage everyone from our community to learn or speak English”.

“Creation of Peer Driven Teen specific programs for newcomer youth.”

“Should get involved with the Multicultural Festival and other celebrations. Take an active role in Canada Day celebrations.”

“Building up of stable and strong network in our community by means of Modern technology (Websites, Webpage, Database development).”

**Integration**

“To take part in and integrate into the Canadian culture and community.”

“Be open to other cultures and religions (rather than being ethnocentric). Parents should be better at communicating this with their children.”

“To integrate to the society/community/neighbourhood of your new home.”

“Understand others culture also.”

“Respect diversity.”

“Responsible for blending into the culture of Canadians. Introduce ourselves into the community by taking initiative to go out and meet people and gain knowledge”
“Integrate yourself better into the community by learning to live with the different ethnic groups”

“Share their cultural skills- music, theatre, dance with the community.”

“Assimilate into the multicultural society”

“Work to develop equal respect for all cultures”

“Work to build a balance between practicing one’s own culture and taking part in Canadian culture”
APPENDIX E

GUELPH WELLINGTON LIP BUILDING PRACTICES OF INCLUSION DIALOGUE SUMMARY
“Building Practices of Inclusion”

Dialogue

Summary

By:

Ines Sousa-Batista: LIP Project Manager
Tom Lusis: LIP Project Animator
July, 2010

Disclaimer: Please note, the following report does not reflect the views of the authors, the City of Guelph or Citizenship and Immigration Canada. The authors of the report, the City of Guelph and Citizenship and Immigration Canada are not responsible for the contents/thoughts shared within the report.
## “Building Practices of Inclusion”
### Dialogue Summary

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td><strong>Section 1 – Session Overview</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Session Background</td>
<td>3</td>
</tr>
<tr>
<td>Dialogue Goals</td>
<td>4</td>
</tr>
<tr>
<td>Panel Presentations – Practices of Inclusion Suggested by Panelists</td>
<td>4</td>
</tr>
<tr>
<td>Dr. Grace-Edward Galabuzi, Ryerson University</td>
<td>4</td>
</tr>
<tr>
<td>Marva Wisdom, Wisdom Consulting</td>
<td>6</td>
</tr>
<tr>
<td>Djurdjica Halgasev, Immigrant Services Guelph Wellington</td>
<td>7</td>
</tr>
<tr>
<td>Group Discussions</td>
<td>8</td>
</tr>
<tr>
<td><strong>Section 2 – Further Considerations</strong></td>
<td>10</td>
</tr>
<tr>
<td>Potential Opportunities</td>
<td>11</td>
</tr>
<tr>
<td>Conclusion</td>
<td>13</td>
</tr>
<tr>
<td>Appendix A: “Building Practices of Inclusion” (BPI) Overview</td>
<td>14</td>
</tr>
<tr>
<td>Appendix B: Session Invitation</td>
<td>15</td>
</tr>
<tr>
<td>Appendix C: Session Agenda</td>
<td>16</td>
</tr>
<tr>
<td>Appendix D: Group Notes</td>
<td>17</td>
</tr>
<tr>
<td>Appendix E: “Building Practices of Inclusion” Evaluation Form</td>
<td>20</td>
</tr>
</tbody>
</table>
“Building Practices of Inclusion”

Summary Document

Section 1 - Session Overview

Introduction
This document is an overview of “Building Practices of Inclusion” (BPI), a community dialogue hosted by the Guelph-Wellington Local Immigration Partnership (LIP) project. BPI took place on March 26th, 2010 and was a component of LIP Phase 1 community engagement activities. 36 individuals representing a cross-section of the community were in attendance.

This report provides a summary of the session and highlights suggested practices of inclusion provided by an expert panel of academics, community leaders and practitioners1. This report also summarizes small group discussions related to inclusionary practices. The document concludes with thoughts on suggested positioning of continued discussions related to newcomer/immigrant inclusion.

Session Background
BPI was follow-up to an event facilitated by Dr. Grace-Edward Galabuzi from Ryerson University2. On February 22, 2010 Dr. Galabuzi spoke on the topic of “Promoting Comprehensive Community Inclusion” to representatives of the Local Immigration Partnership Council and the Guelph Inclusiveness Alliance3. During the presentation Dr. Galabuzi outlined factors required to better support newcomer/immigrant socioeconomic integration in the community. Much of the presentation focused on demographic

1 The content of this report has been drawn from a BPI “verbatim” summary document prepared by Anna Rumin as well as group discussion notes taken by Nuhad Abdal, Kovarthanan Konesavarathan, Hasnat Qureshi and Maria Luz Zapanta.
2 Dr. Galabuzi is an Associate Professor in the Department of Politics and Public Administration at Ryerson University. He has published extensively on issues of social inclusion and the economic integration of immigrants in Canadian labour markets. In addition Dr. Galabuzi has worked in the Ontario government as a senior policy analyst and has been involved with community campaigns related to anti-racism, anti-poverty, community development, human rights and education reform.
3 The Local Immigration Partnership Council is the leadership group of the GW-LIP and the Guelph Inclusiveness Alliance (Coalition of 25+ individuals/organizations) is the GW-LIP Advisory Group.
information. Therefore, a follow-up session was organized to explore some of the data and theoretical ideas presented by Dr. Galabuzi.

**Dialogue Goals**

The goal of BPI was to bring together academics, community practitioners, community leaders, and representatives of community organizations in discussions related to the economic and social inclusion of newcomers/immigrants and:

- To provide specific examples of inclusionary practices for further consideration and possible implementation;
- To identify tangible benefits/advantages of newcomer/immigrant inclusion; and
- To incorporate findings into LIP Phase 1.

The main area of discussion:

**“How do we achieve and what are the tangible benefits of newcomer/immigrant economic and social inclusion?”**

Please refer to Appendices 1 – 5 for supporting materials including: overview, invitation, agenda, group notes, and sample evaluation.

**Panel Presentations - Practices of Inclusion Suggested by Panelists**

**Panelist Dr. Grace-Edward Galabuzi, Ryerson University – Suggestions:**

Dr. Galabuzi presented 5 suggestions, but focused primarily on numbers 2, 4, 5.

2. The role of libraries and schools as hubs for developing social and inclusionary practices.
3. Culturally relevant and competent service delivery models.
4. Civic participation initiatives.
5. Diversity based labor market integration initiatives.
A multi-sectoral community-based process for developing an immigrant inclusion and integration strategy

- There is a need for programs that commit to social cohesion, as opposed to programs that restrict entry.
- Communities must be open to ensuring that all within the community feel legitimacy.
- Social inclusion leads directly to social cohesion.
- Public institutions such as schools can be focal points for inclusive practices and provide a common point of contact for all members of the community.
- School initiatives provide the opportunity to develop bridging social capital through social action around common interests.

Civic participation initiatives

- It is important to ensure that institutional processes exist where people can learn and develop their skills and talents to facilitate civic participation.
- Practical issues within communities are opportunities for people to mobilize and lead to the next level of involvement as community members can identify their specific needs and how they should be addressed at a local level.
- Civic participation provides opportunities for individuals to become more vocal and assertive thus more integrated.
- When people are fully integrated in a community they are then able to secure roles of leadership.

Diversity based labor market integration initiatives

- Diversity based labor market integration initiatives are economic inclusive practices.
- There must be diversity based hiring and there must be contract compliance. The Toronto Region Immigrant Employment Council (TRIEC) is an example of what can happen in the private sector. TRIEC provides networking opportunities for internationally trained workers, mentorship programs and most importantly access to social networks which are of significance since the majority of jobs are filled through word of mouth.
Panelist Marva Wisdom, Wisdom Consulting – Suggestions:

1. Assess community readiness
2. Implement an ongoing education and awareness strategy
3. Develop and identify opportunities for leadership engagement

Assess community readiness

- The first step for any practice of inclusion is to access the community’s readiness for these types of initiatives.
- Information such as existing Statistics Canada data should be used as a baseline for discussions about newcomers/immigration.
- The Guelph Inclusiveness Alliance should be leveraged as an information source to better understand who is in the community – is there a readiness for inclusion to happen?

Implement an ongoing education and awareness strategy

- There is the need for an ongoing education and awareness strategy.
- School-based programs are initiatives where parents from different backgrounds come together with a common goal (e.g. re-building the Paisley Road School).
- People at times behave badly out of fear and lack of knowledge. Therefore, it is important to develop opportunities to exchange information and learnings (e.g. The Canadian Centre for Diversity is an organization that encourages dialogue between churches, synagogues, mosques.).
- We must move to a point where we talk about similarities and embrace the legitimacy of diversity at all levels.
- Negative stereotypes of newcomers/immigrants are often re-enforced by the media and an education/awareness strategy would be helpful to deal with and/or help to avoid negative stereotypes.
Develop and identify opportunities for leadership engagement

- Leadership engagement opportunities are an inclusive practice.
- Businesses, city government and social groups all have opportunities to focus on developing community leaders.
- A diverse leadership base will help us access global and local markets.
- We need to attract and retain talent. People leave Canada because they do not feel inclusivity.
- We need to move forward in simple ways to ensure sustainable practices of inclusion.

Panelist Djurdjica Halgasev, Immigrant Services Guelph-Wellington – Suggestions:
1. City of Guelph and other businesses should implement policies stating that a minimum of 10% of their employees should be new immigrants.
2. Regulating bodies in Ontario should make it easier for foreign trained professionals to obtain a license in their professions.
3. To establish a Human Rights office in Guelph

City of Guelph along with other businesses should have a bylaw that states that at least 10% of their employees should be new immigrants

- Guelph can benefit from untapped resources – students, seniors, professionals.
- Immigrant Services Guelph-Wellington (IS-GW) often receives calls from agencies seeking resumes of newcomers/immigrants.
- At times there have been direct requests for “visible minorities” without any indication of a specific profession or qualifications.

Regulating bodies in Ontario should make it easier for foreign trained professionals to obtain a license in their professions

- Many IS-GW clients have high education levels but are unable to get past entry level positions.
- Where are the new immigrants in managerial positions?
• ESL is a priority but can be a challenge for newcomers who are trying to meet economic demands and are also learning the language.

• Professional regulatory bodies in Ontario need to make their accreditation processes more accessible for newcomers/immigrants.

To establish a Human Rights office in Guelph

• Staff at IS-GW hear stories of racism every day.

• Racism and discrimination are subtle – professional staff is needed to give advice to newcomers who experience these issues.

• Guelph is not as welcoming and diverse as we would like it to be, even though every 5th Guelphite is an immigrant. More needs to be done to integrate newcomers/immigrants into the community socially, culturally and economically.

Group Discussions

Practical/Tangible benefits of Implementing Suggested Practices of Inclusion.

Above panel presentations were followed by small-group discussions, involving panel presenters and all dialogue participants. Main themes emerging from group discussions are summarized below. Group discussion notes are identified in Appendix D attached.

Programs and initiatives to improve the economic integration of newcomer/immigrants group highlights:

• Internationally trained individuals were identified as a specific group who would benefit from the implementation of inclusionary practices in Guelph-Wellington. Non-recognition of foreign credentials was seen as the primary factor hindering the economic inclusion of this segment of the population. The economic integration of internationally trained professionals in the local labour market was identified as a priority area of focus.
• Human Resource (HR) departments were viewed as a key mechanism for facilitating inclusive practices in the workplace. It was suggested that HR departments should implement initiatives that were geared towards developing a more welcoming work environment for newcomers/immigrants and organizational readiness for a diverse workforce.

• Initiatives to ensure labour market integration such as internships, job-placements, co-op and bridging programs were also suggested.

Programs and initiatives to improve the social integration of newcomers/immigrants in the community – group highlights:

• Raising public awareness about immigration in Guelph-Wellington was identified.

• Increase social networking opportunities for newcomers/immigrants via community based organizations (e.g. Toast-masters or sporting clubs) and encouraging leadership development activities in the community amongst newcomer/immigrant populations were also viewed as helpful initiatives to promote inclusion.

• Schools were seen as places where newcomers/immigrants could participate in community development activities.

• Schools were also viewed as organizations which could disseminate information about discrimination and relevant laws to educate both students as well as teachers/staff.

Main benefits of inclusionary practices as identified by BPI participants during the group discussions can be divided into three general categories: a) benefits for newcomers/immigrants; b) benefits for employers/organizations/corporations; c) benefits for the Guelph-Wellington community.
a) **Benefits for newcomers/immigrants**
- Newcomers/immigrants would see an increase in their self confidence when their skills/knowledge/experience are recognized and valued in the community.

b) **Benefits for Employers/Organizations/Corporations**
- Organizations gain additional languages in which to do business, for communication with clients and new cultural perspectives;
- Skilled and experienced individuals;
- More diverse organizational structure. Onward Willow – Better Beginnings Better Futures have begun to look at themselves, who they are made up of – did it from top to bottom including the layout of offices to the training of workers.
- Merit in a diverse workforce for municipal governments including better understanding of the services that should be available to the public.
- Companies will not have to pay to train employees if newcomers/immigrants come to Canada with working knowledge of the job.
- Newcomers/immigrants have a great deal of experience.
- Companies able to compete internationally.

c) **Benefits for the Guelph Wellington community**
- Workforce diversity if implemented, would actively demonstrate that ethnic groups are represented.
- Discussions of inclusive practices and newcomer/immigrant integration serve as a good learning experience and give (the community) different perspectives on various cultures, and helps to open minds (and hearts) to develop individual self awareness.

**Section 2 – Further Consideration:**

This Dialogue illustrated some of the challenges related to discussions about newcomer/immigrant integration. Discussions were often positioned and based primarily from the position of a “deficit model” (e.g. what are the problems facing newcomers/immigrants; what is lacking to support them; what are current issues with
Continuing to frame discussions on newcomer/immigrant integration from a deficit model is problematic. Continually placing discussions within a negative context does not highlight the positive aspects of newcomer/immigrant inclusion (e.g. potential contributions, existing capacity, etc.). This can have unintended consequences of positioning newcomers/immigrants as a group who do not bring/make positive contributions to the community simply because the positive impact of economic inclusion is not a prominent part of discussions. Approaching the inclusion of newcomers/immigrants from a deficit perspective is problematic when attempting to inform those that are uniformed, uninterested or opposed to immigration in general. Involving and positioning communities to focus on the positive(s) through capacity based models of program identification, development and evaluation is advisable.

**Potential Opportunities**

There are many examples of innovative approaches promoting the economic inclusion of newcomers/immigrants including the Toronto Region Immigrant Employment Council (TRIEC) and Waterloo Region Immigrant Employment Network (WRIEN). Providing information regarding the benefits of hiring newcomers/immigrants is a role of both TRIEC and WRIEN. The “Comprehensive Business Case” for the economic integration of immigrants is advocated by Dr. Yamil H. Alonso, a member of the Brampton Board of Trade and leader of the “Skills Without Boarders – Connecting Employers and Skilled Immigrants”. Dr. Alonso argues that discussions on the economic integration of newcomers/immigrants in Canada have thus far been based upon two main positions; the “Social Case” (e.g. immigrants are here and therefore due to altruistic reasons they should be given an opportunity) and the “Labour Shortages Case” (e.g. Statistics Canada’s claim that by 2011 100% of the country’s labour force growth will come from immigration).

---

4 It is important to note that in this section we are focusing on how discussion or dialogues about newcomer/immigrant integration are being framed. In terms of policy development a “deficit model” can be very important in identifying gaps or priority areas but does not always recognize the capacity that exists in the community. The trend to focus on needs and/or the negative, was prevalent in the group work portion of BPI.

5 Involving communities through capacity based models of program identification/delivery/evaluation is advisable for municipalities and other community organizations as identified in “Leading by Stepping Back A Guide for City Officials on Building Neighbourhood Capacity” 1999. J.P. Kretzmann & J. L. McKnight
Neither have significantly helped improve the labour market integration of newcomers/immigrants. In contrast, Dr. Alonso believes that a “Comprehensive Business Case” is more likely to increase economic integration because it clearly identifies the “bottom-line” benefits to employers of hiring newcomers/immigrants. In this scenario, benefits to workplace diversification include - increased connections to global networks and markets (via immigrant social networks), and advanced creativity and decision making processes which result from the combination of immigrant’s previous experiences in their home communities and their integration into Canadian work culture. In conducting the Local Immigration Partnership Environmental Scan, some employers in Guelph-Wellington identified that there are many advantages of hiring immigrants including - the workplace reflecting the local demographic reality especially from a customer service perspective⁶, etc. With readily identifiable examples, businesses and organizations are more likely to seek and further explore the benefits of inclusive practices.

A similar rationale to the “Comprehensive Business Case” can be applied to all aspects of newcomer/immigrant integration. It is suggested that when discussing issues related to the socio-economic inclusion of newcomers/immigrants, the focus be on both positive and tangible benefits to Guelph-Wellington that will result from the increased participation of newcomers/immigrants. This is of particular importance in Guelph-Wellington as anecdotal evidence gathered by the GW-LIP staff suggests that in general immigration has been “under the radar” and not a common topic of discussion in the wider community. If the community at large recognizes potential benefits, they will be more receptive to implementing, practicing and promoting inclusionary practices.

---

⁶ A more comprehensive list of what employers in Guelph-Wellington have identified as the benefits of hiring immigrants can be found in section 5.6 of the LIP Environment Scan prepared by Wayland Consulting.
**Conclusion**

Economic integration and social integration are regularly identified as complimentary components of inclusion. BPI was successful in bringing different sectors of the community together to discuss practices to improve the socio-economic integration of newcomers/immigrants in Guelph-Wellington. The alternative, social exclusion has been described as not only “personally demoralizing” but “socially disruptive”\(^7\). A holistic approach, identifying the benefits of newcomer/immigrant integration at an individual, community and systemic level is helpful and advisable throughout continued discourse and discussion related to newcomer inclusion.

**Appendix A: “Building Practices of Inclusion” (BPI) Overview**

<table>
<thead>
<tr>
<th>Session Goal</th>
<th>Activity</th>
<th>Participants</th>
<th>Output/Outcome</th>
</tr>
</thead>
</table>
| To identify suggestions and tangible benefits of socioeconomic integration of newcomers/immigrants in the Guelph-Wellington community | Part 1: Expert Panel Discussion Topic: Practices promoting the social and economic inclusion of newcomers/immigrants  
Panelists: Dr. Grace-Edward Galabuzi, Ryerson University  
Marva Wisdom, Wisdom Consulting  
Djurdjica Halgasev, Immigrant Services Guelph-Wellington.  
36 Participants from:  
- Newcomer/Immigrant Communities  
- LIP Council (LIP Leadership Group)  
- GIA (LIP Advisory Group)  
- Municipal, Provincial and Federal Government Representatives  
- International Students  
- Guelph Chamber of Commerce  
- Local Service Provider Organizations | 60 Invitations distributed  
36 Participants  
BPI Summary Report distributed to all participants  
Increased awareness of suggested inclusive practices  
Increased awareness of the benefits of newcomer/immigrant inclusion |
Appendix B: Session Invitation

The Local Immigration Partnership Project invites you to a community dialogue to explore and identify

PRACTICES OF INCLUSION
March 26, 2010
9:30 A.M. – 12:00
The Cutten Club

At this dialogue, community leaders, academics and practitioners will share specific suggestions on achieving newcomer/immigrant economic and social inclusion in Guelph Wellington. Presentations will be followed by a conversation to identify tangible benefits of community and workplace inclusion.

Breakfast will be served.
Space is limited - please RSVP by March 24, 2010
519-822-1260 (2625)

Funded by:
# Appendix C: Session Agenda

**Building Practices of Inclusion**  
**March 26, 2010**  
**The Cutten Club, 9:30-12:00**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:40-9:50</td>
<td>Welcome /introductions/LIP overview</td>
<td>Ines Sousa-Batista</td>
</tr>
</tbody>
</table>
| 9:50-10:00| Agenda for the day:  
1) Goal of the session  
3) Part 2: Small Group Discussion. | Lorna Schwartzentruber                                                       |
| 10:00-10:45| Part 1: Panel Discussion  
Topic: Practices promoting the social and economic inclusion of newcomers/immigrants. | Dr. Grace-Edward Galabuzi: Ryerson University  
Marva Wisdom: Wisdom Consulting  
Djurdjica Halgasev: Immigrant Services Guelph-Wellington |
| 10:45-11:00| Question period                                                          | Lorna Schwartzentruber                                                       |
| 11:00-11:10| Break: “Did You Know” Power-Point Slide-show.                           |                                                                            |
| 11:10-11:35| Part 2: Small Group Discussion  
Topic: Practical/tangible benefits of implementing suggested practices of inclusion. | Lorna Schwartzentruber                                                       |
| 11:35-11:50| Plenary Discussion.                                                      | Lorna Schwartzentruber                                                       |
| 11:50-12:00| Closing and request to complete evaluation form.                        | Tom Lusis                                                                   |
Appendix D: Group Notes

“What are some of the practical and tangible benefits of implementing the suggested practices of inclusion?”

Group One:
- “People who do not get work in their fields quickly lose out – doors become closed to them because they are not up to date”
- “Need planning – human resources, create programs that are welcoming”
- “A diversity committee with newcomers as committee members”
- “Some newcomers are scared of governmental organizations thus are scared to be involved”
- “We need a practical plan”
- “How do we include highly skilled practitioners with low language skills?”
- “We need to keep positions open and reserved for newcomers”
- “Organizational readiness with regards to this plan”
- “There exists a wide variety of skills amongst newcomers”
- “People need to enter roles in a comfortable fashion – we need to establish practices to support newcomers for example with language skills”
- “Language as empowerment”
- “Onward Willow – Better Beginnings Better Futures have begun to look at themselves, who they are made up of – did it from top to bottom, layout of offices to training workers”
- “Cannot be tokenism”
- “Benefits for employers when they hire newcomers – another language, already skilled and travelled, a cultural perspective”
- “We need bridging programs”
- “How do you sell this practice to for profit business?”
- “Benefits: increase in self confidence for immigrants”
- “Every-day we lose newcomers because they are leaving because their credentials are not recognized in Ontario”
- “We need a Human Rights Office”
- “City Hall is not welcoming – people who work at the front are not well trained and the space is cold”

Group Two
- “Creates awareness of people who live in Guelph City; you don’t find immigrants in leadership positions so it starts to make the public aware of immigrants and newcomers”
- “Economic participation – help foreign trained professionals and help newcomers and immigrants to find jobs and help them to start even if it is a subsidized job or entry level”
- “Immigrants who are skilled have not been used or been looked at for many reasons”
- “By creating programs like internship programs, co-op programs or placement like Naylor-McLeod us to have before government cuts”
- “Some companies don’t have knowledge of the quality of immigrant skills or trust them even though they go through extensive training and pathways with local agencies like “Lutherwood” “Shadow Job” doing resumes, job searches and placements”
- “Retrained the workforce – workshop with regard to immigrants and newcomers”
- “Organizing and planning with the city with opportunity to find jobs that integrate the immigrants is the footstep to opportunity to have a job”
- “Provide federal funding to establish jobs”
- “Employment is critical for implementing and having found a sense of belonging”
- “Identifying some gaps: invite private sector business”

Group Three
- “Working with schools really important and meaningful way of participating in community development”
- “Schools have built-in mechanism of community implementation”
- “The benefit will be more meaningful and positive when there is support from other community organizations and the city and municipal governments”
- “Language schools may be either in public schools or in community/neighborhood group – closer to community. Right now they are too far away”
- “There is discrimination in schools as well and children usually complain to their parents”
- “There should be an awareness campaign against discrimination in schools. It can be made part of the syllabus or teaching methodology. The staff and teachers in schools must be aware of discriminatory practices and relevant laws”
- “The internationally trained professionals must be given some six month relevant training experience in order to make them ready to integrate in the mainstream socio-economic system”
- “Neighborhood partnership with community is important and it has been happening all over. Regent Park in Toronto is an example”
- “There are no multi-cultural days in schools here”
- “We need to establish a multi-cultural forum comprising of people from all communities”

Group Four
- “Know what is already available, where to find services, know what services are available”
- “Bench marking is important to see the initial level and ongoing improvement”
- “Know what gaps are missing and how to fill them”
- “Where are the gaps to fill in – whether in websites or publishing”
- “Assessing readiness will help them make jobs ready”
- “Assessing not just the agency; still can make sure employer, schools and all sectors are ready for the social inclusion practices”
- “Provide more sustainable opportunities to be built”
- “Motivate newcomers to study more”
- “Produce more qualified newcomers”
- “Create new jobs”
- “Attract newcomers to the city”
- “Guelph will become a city of more educated population”
- “Chance to increase the faculties in the U of G like medical faculty”
- “Engage the community – leadership programs will unite the community (community groups) helps in policy development (ownership) will bring new and unique solutions (new perspective) : will honor the existing leadership in the community”
- “It is easy to assign tasks or message to community with leadership”
- “Allows the community to select, elect, and or aspire to leadership that is effective in building sustainable inclusive communities”
- “It is easy to design or research service models in the group with the help of leadership”
- “Community based organizations clubs like toast-masters for newcomers (need sports clubs)”
- “Give equal respect and representation to the community”

Group Five
- “Workforce diversity if implemented would show to the residents of Guelph that other ethnic groups are represented”
- “Assess how the rest of the community feel about the influx of immigrants in the community”
- “In the discussions, involve the non-immigrants as well, so that they feel that they are part of the integration initiative”
- “This serves a good learning experience and gives them different perspectives on various cultures. Helps to open minds and hearts and helps to develop individual self awareness”
- “Need to have a target to reach a goal (targeted hiring)”
- “What is the merit in hiring diversity for the city? Helps for better understanding of the services that should be available for the people”
- “Understanding the community and the skills that are needed/available”
- “Critical to growing towards the future that we are striving for”
- “Companies will not have to pay to train employees if they are already coming to Canada with working knowledge of the job”
- “Newcomers/immigrants have a lot of experience”
- “Companies can compete internationally”
Appendix E: “Building Practices of Inclusion” Evaluation Form

**Question 1** - Did the community dialogue meet your expectations?

**Question 2** - If you answered no to question 1, in what way did it not meet your expectations?

**Question 3** - Were you satisfied with the content/suggestions put forward by the panel presenters?

**Question 4** - If you had designed the agenda, what would have been the same? What would have been changed (e.g. added or taken out)?

**Question 5** - General Comments about the session
APPENDIX F

GUELPH WELLINGTON IMMIGRATION PROFILE
Overview: Sections
1: General Guelph-Wellington Background Information
2: Historical Immigration Trends
3: An Economic Profile of Guelph Wellington
4: Economic Integration of Immigrants
5: Educational Qualifications of Immigrants
6: Visible Minority Communities
7: Age Distribution of Immigrants
8: Gender Distribution of Immigrants
9: Languages Most Commonly Spoken At Home
10: Geographic Distribution of Immigrants in Guelph-Wellington

Section 1: General Guelph-Wellington Background Information

Wellington County is located in South-western Ontario. It is comprised of seven municipalities; Centre Wellington, Erin, Guelph/Eramosa, Mapleton, Minto, Puslinch and Wellington North. The city of Guelph is considered a separate municipality but is geographically located in Wellington County. Please refer to the map on page # for a geographical overview of the municipalities in Wellington County.

The terminology used in the remainder of the report will be as follows:

Guelph-Wellington: Refers to the City of Guelph and the seven municipalities in Wellington County.
Wellington County: Refers to the municipalities of Centre Wellington, Erin, Guelph/Eramosa, Mapleton, Minto, Puslinch and Wellington North.
Guelph: Refers to the City of Guelph.

According to 2006 Census data, the total population for Guelph-Wellington is 198,635. The city of Guelph represents approximately 57% of the total population of the Guelph-Wellington area. Centre Wellington is the municipality with the second highest number of people with approximately 13% of the total population. The remainder of the population is distributed fairly evenly throughout the remaining six municipalities. Municipal population trends are displayed in Table 1.

<p>| Table 1: Municipal Population Trends in Guelph-Wellington | 1 |</p>
<table>
<thead>
<tr>
<th>Municipality</th>
<th>Total Population</th>
<th>% of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellington County</td>
<td>198,635</td>
<td>100%</td>
</tr>
<tr>
<td>Centre Wellington</td>
<td>25,710</td>
<td>13%</td>
</tr>
<tr>
<td>Erin</td>
<td>11,105</td>
<td>6%</td>
</tr>
<tr>
<td>Guelph/Eramosa</td>
<td>11,965</td>
<td>6%</td>
</tr>
<tr>
<td>Mapleton</td>
<td>9,845</td>
<td>5%</td>
</tr>
<tr>
<td>Minto</td>
<td>8,330</td>
<td>4%</td>
</tr>
<tr>
<td>Puslinch</td>
<td>6,635</td>
<td>3%</td>
</tr>
<tr>
<td>Wellington North</td>
<td>10,930</td>
<td>6%</td>
</tr>
<tr>
<td>Guelph</td>
<td>114,115</td>
<td>57%</td>
</tr>
</tbody>
</table>

Source: Statistics Canada Census Data

Section 2: Historical Immigration Trends in Guelph-Wellington

Guelph-Wellington has had a long history of immigration. Newcomers have been settling in Guelph since the city was founded by John Galt in 1837. More recently, since the 1970’s immigration rates to Guelph-Wellington have been steadily increasing. These trends are illustrated in Figure 1.

Figure 1: Immigration Trends to Guelph Wellington
* Figures for 2001-2010 are projections based on current trends.
Source: Statistics Canada Census Data

It should be noted that the City of Guelph is the settlement destination for the majority of immigrants in Guelph-Wellington. Since the 1980s approximately 80% of the total immigrants coming to Guelph-Wellington each decade have settled in the city. These trends are displayed in Table 2.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Wellington County</td>
<td>7050</td>
<td>5055</td>
<td>4505</td>
<td>5190</td>
<td>7240</td>
<td>9370</td>
</tr>
<tr>
<td>Guelph</td>
<td>4125 (56%)</td>
<td>3175 (63%)</td>
<td>3130 (69%)</td>
<td>4140 (80%)</td>
<td>5715 (79%)</td>
<td>7650 (82%)</td>
</tr>
<tr>
<td>Guelph/Eramosa</td>
<td>450 (6%)</td>
<td>380 (8%)</td>
<td>315 (7%)</td>
<td>170 (3%)</td>
<td>250 (3%)</td>
<td>180 (2%)</td>
</tr>
<tr>
<td>Puslinch</td>
<td>320 (5%)</td>
<td>255 (5%)</td>
<td>210 (5%)</td>
<td>95 (2%)</td>
<td>105 (1%)</td>
<td>140 (2%)</td>
</tr>
<tr>
<td>Erin</td>
<td>385 (5%)</td>
<td>320 (6%)</td>
<td>245 (5%)</td>
<td>170 (3%)</td>
<td>200 (3%)</td>
<td>100 (1%)</td>
</tr>
<tr>
<td>Centre Wellington</td>
<td>1030 (15%)</td>
<td>515 (10%)</td>
<td>370 (8%)</td>
<td>275 (5%)</td>
<td>340 (5%)</td>
<td>250 (3%)</td>
</tr>
<tr>
<td>Mapleton</td>
<td>230 (3%)</td>
<td>120 (2%)</td>
<td>95 (2%)</td>
<td>160 (3%)</td>
<td>280 (4%)</td>
<td>670 (7%)</td>
</tr>
<tr>
<td>Wellington North</td>
<td>295 (4%)</td>
<td>170 (3%)</td>
<td>95 (2%)</td>
<td>130 (3%)</td>
<td>190 (3%)</td>
<td>280 (3%)</td>
</tr>
<tr>
<td>Minto</td>
<td>215 (3%)</td>
<td>120 (2%)</td>
<td>40 (1%)</td>
<td>40 (1%)</td>
<td>155 (2%)</td>
<td>90 (1%)</td>
</tr>
</tbody>
</table>

* 2001-2010 data are projections based on current trends.
Source: Statistics Canada Census Data.

According to Citizenship and Immigration Canada data, in current years immigration rates to Guelph-Wellington have shown some minor fluxuations but remain at approximately 800 newcomers per year during 2006 to 2009 period (Citizenship and Immigration Canada 2009).
One important point to consider when examining immigration trends to Guelph-Wellington is how immigrant source countries have shifted over time. Whereas in the past, immigrants to Guelph-Wellington typically came from source regions in Europe, today newcomers are primarily from Asia and the Middle East. For example, before 1991 approximately 69% of the 15,890 immigrants who settled in Guelph came from Northern and Southern European countries such as the UK and Italy. Of the remaining immigrants, approximately 25% arrived from Asia, with the main source countries being the Philippines and Viet Nam.

Between 1991 and 2000 there was a noticeable shift in these patterns. Of the 5,965 individuals who migrated to Guelph during this period, 30% came from Europe. In contrast, approximately 54% were from Asia and the Middle East, with increasing numbers of newcomers arriving from China and India.

In more recent times these trends have accelerated. Of the 3,910 newcomers to Guelph between 2001 and 2006, only 17% are from Europe while 63% are from Asia and the Middle East. China, India, the Philippines and Viet Nam, remain the main source countries but immigrants are also arriving from Afghanistan, Iran, Pakistan, and Bangladesh.

It should however be noted that immigration to Wellington County follows a slightly different model. In contrast to Guelph, where newcomers are primarily from Asia and the Middle East, in many of the municipalities in Wellington County Europe remains the main source region of recent immigrants. According to census data, most recent immigrants (2003-2006) in Wellington County are from different European countries such as the United Kingdom, Germany, the Netherlands, Poland, the Czech Republic, Romania and Italy. In general, the percentage of immigrants in Wellington County with European origins is considerably higher than in Guelph. Approximately 73% of the immigrant population in Wellington County have European origins in comparison to 49% in Guelph. Conversely, the percentage of immigrants from Asia and the Middle East is considerably lower in the Wellington County than in Guelph. Only 6% of immigrants in Wellington County are from Asia and the Middle East in comparison to 34% in Guelph.

Overall the numbers of immigrants settling in Wellington County are significantly smaller than Guelph. In addition most immigrants and newcomers are from different source countries than immigrants and newcomers in Guelph. These characteristics illustrate some of the main difference between rural and urban migration patterns in Guelph-Wellington.
Section 3: An Economic Profile of Guelph-Wellington

In general, the employment structure in Guelph and Wellington County are similar in nature with minor exceptions. Most businesses in Guelph-Wellington are relatively small, and approximately 80% of employers in Guelph-Wellington have fewer than 5 employees. The largest employment sector in the local labour market is the manufacturing sector. Table 3 highlights the five largest employment sectors in the Guelph context.

<table>
<thead>
<tr>
<th>Employment Sector</th>
<th>Percentage of Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td>31.0%</td>
</tr>
<tr>
<td>Educational services</td>
<td>11.9%</td>
</tr>
<tr>
<td>Retail trade</td>
<td>9.6%</td>
</tr>
<tr>
<td>Health care and social assistance</td>
<td>8.7%</td>
</tr>
<tr>
<td>Accommodation and food services</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

Source: City of Guelph

The top five employers in Guelph are the Linamar Corporation (8087), the University of Guelph (3723), the Upper Grand District School Board (3400), the Corporation of the City of Guelph (1582) and Cargill Meat Solutions (1500). In terms of present and future growth areas of the economy, there appears to be increased emphasis on service-oriented and technology based sectors. For example, with the exception of advanced manufacturing, the City of Guelph’s Economic Development department expects future growth to take place in sectors such as agri-innovation, environmental and renewable technologies, and professional, scientific and technical services. Similarly, the Guelph Chamber of Commerce has identified information and communications technology, clean technology (e.g. environmental engineering) and biotechnology as targeted growth areas. A more comprehensive overview of the current and future expected growth areas is displayed in Table 4.

<table>
<thead>
<tr>
<th>Top Five SME’s Experiencing Growth in Wellington County 2003-2008 (&gt;500 employees)</th>
<th>Future Economic Growth Areas Identified By The City of Guelph</th>
<th>Future Targeted Growth Areas Identified by the Guelph Chamber of Commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Trade (e.g. Food stores, Building materials)</td>
<td>Agri-Innovation</td>
<td>Information and Communications</td>
</tr>
</tbody>
</table>
Table 5 compares the average salaries of recent immigrants, established immigrants and non-immigrants in Guelph-Wellington.

<table>
<thead>
<tr>
<th>Educational Attainments</th>
<th>Non-immigrants</th>
<th>Immigrants Before 2001</th>
<th>Immigrants 2001-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate or diploma below bachelor level</td>
<td>$48,211</td>
<td>$49,536</td>
<td>$29,578</td>
</tr>
</tbody>
</table>

**Section 4: Economic Integration of Immigrants**

In the past the economic integration of immigrants in the Guelph-Wellington has been positive. Established immigrants (pre 2001) on average earn more than non-immigrants and recent immigrants (2001-2006). For example, according to a Workforce Planning Board of Waterloo, Wellington and Dufferin (WPBWWD) report immigrants who arrived in Wellington County before 2001 have had a very successful economic integration and on average earn more than non-immigrants and recent immigrants. In contrast, recent cohorts are having a much harder time and earn considerably less than established immigrants and non-immigrants with the same educational qualifications. Table 5 compares the average salaries of recent immigrants, established immigrants and non-immigrants in Guelph-Wellington.

<table>
<thead>
<tr>
<th>and Garden equipment)</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care and Social Assistance (e.g. Ambulatory Health Care Services)</td>
<td>Environmental/Renewable Technologies</td>
</tr>
<tr>
<td>Wholesale Trade (e.g. Miscellaneous Wholesale Distributors)</td>
<td>Advanced Manufacturing</td>
</tr>
<tr>
<td>Other Services (e.g. Religious, Civic and Professional and Similar Organizations, Repair and Maintenance)</td>
<td>Professional, Scientific and Technical Services</td>
</tr>
<tr>
<td>Administrative and Support Services</td>
<td>Information, Cultural, Communication and Technology Industries</td>
</tr>
<tr>
<td></td>
<td>Tourism and Film</td>
</tr>
</tbody>
</table>

Source: Workforce Planning Board of Waterloo Wellington, Dufferin; City of Guelph; Guelph Chamber of Commerce.
Bachelor’s degree | $57,758 | $59,054 | $31,152
---|---|---|---
University certificate, diploma or degree above bachelor level | $74,633 | $82,018 | $37,596

Source: Workforce Planning Board of Waterloo Wellington, Dufferin.

It should also be noted that immigrants have been segmented into specific sectors of the Guelph-Wellington labour market. Regardless of their time of arrival, immigrants are more likely to be working in the manufacturing sector than the Canadian-born population. For example, 31.7% of recent immigrants and 26.1% of established immigrants are employed in manufacturing in comparison with 16% of the non-immigrant population. Immigrants are also concentrated in the educational services sector of the labour market. However, it is interesting to note that in this instance their representation is at a similar level to the non-immigrant population. Thus, 13.1% of established immigrants and 16.5% of recent immigrants work in this sector in comparison to 14.1% of the non-immigrant population. The third most common sector for employment for immigrants in Guelph-Wellington is in professional, scientific and technical services. In this case, immigrants are also represented at a similar level as the non-immigrant population. Here 8.3% of established immigrants and 7.9% of recent immigrants are working in these fields in comparison to 8.7% of non-immigrants.

Section 5: Educational Qualifications of Immigrants

In general, immigrants in Guelph-Wellington have high levels of educational qualifications in comparison to the non-immigrant population, and recent immigrants (2001-2006) having the highest levels of all groups. For example, only 33% of recent immigrants have less than a bachelor level education in comparison to 58% of established immigrants (pre 2001) and 59% of non-immigrants. At the other end of the spectrum, approximately 39% of recent immigrants have educational levels at the Master’s level and higher in comparison to only 19.70% of established immigrants and 15% of non-immigrants. Thus, recent immigrants in Guelph-Wellington have significant levels of human capital in terms of educational qualifications. The educational levels of non-immigrants, established immigrants and recent immigrants are displayed in Figure 2.
Section 6: Visible Minority Communities

The historic shifts in immigrant source countries mean that, in general, most of the newcomers in Guelph-Wellington are increasingly from Visible Minority (VM) groups. According to Census data which includes the immigrant and non-immigrant population, the fastest growing communities in Guelph between 2001-2006 have been the Arab (63% growth rate), Filipino (55% growth rate), West Asian (43% growth rate) and South Asian (33% growth rate) groups. There are, however, some VM communities which have been decreasing in size between census periods and exhibiting negative growth rates. These are the Japanese (~24% growth rate) and Korean (~3% growth rate) groups.

The top three VM groups in Wellington County are the Southeast Asian, South Asian and Chinese communities. The top three VM groups in Guelph are the South Asian, Chinese and Filipino communities. These trends are illustrated in Figure 3.
Section 7: Age Distribution of Immigrants

The age distribution of immigrants in Guelph shows the following patterns. According to Census Data most immigrants in Guelph are age 35 and older. For example, approximately fifty-four percent of the total immigrant population are between 35 and 64 years of age. Approximately twenty-one per cent of immigrants are older than this group while approximately twenty-five per cent of immigrants are younger than the core group. The age distribution of immigrants in Wellington County differs slightly. Here the majority of immigrants are from the older cohorts, and approximately fifty-two percent of immigrants are fifty-five years of age or older. The age distribution of immigrants in Guelph-Wellington is displayed in Figure 4.
Section 8: Gender Distribution Of Immigrants

The ratio between male and female immigrants in Guelph is relatively even. Approximately forty-eight per cent of the immigrant population is male and approximately fifty-two per cent is female. Similar ratios are also found when examining the male/female ratios according to age groups. In most cases the differences between sexes are insignificant. The exception is in the “75 and over” age category where immigrant women represent approximately fifty-nine per cent of the population in this group. Wellington County has statistically identical ratios. Approximately forty-eight per cent of the immigrant population is male and approximately fifty-two per cent is female. The main difference between Guelph and Wellington County statistics is that in Wellington County there is no significant difference in the 75 and over group.

The gender distribution of immigrants in Guelph and Wellington County are displayed in Figures 5 and 6 respectively.
Section 9: Languages Most Commonly Spoken At Home

According to 2006 Census data the language spoken most often at home in Guelph is English by a considerable margin. Out of 92,930 responses approximately 88 percent (81,625) have English as the most common language used at home. Next was Chinese which represented approximately one percent of total responses. The top-ten languages spoken at home in Guelph are documented in Table 6.
Table 6: The Top Ten Languages Spoken Most Often at Home in Guelph

<table>
<thead>
<tr>
<th>Language</th>
<th>Total</th>
<th>Percentage total of total languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>81,625</td>
<td>88%</td>
</tr>
<tr>
<td>Chinese n.o.s.</td>
<td>1005</td>
<td>1%</td>
</tr>
<tr>
<td>Italian</td>
<td>950</td>
<td>1%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>750</td>
<td>0.8%</td>
</tr>
<tr>
<td>Polish</td>
<td>715</td>
<td>0.8%</td>
</tr>
<tr>
<td>Hungarian</td>
<td>630</td>
<td>0.7%</td>
</tr>
<tr>
<td>French</td>
<td>555</td>
<td>0.6%</td>
</tr>
<tr>
<td>Spanish</td>
<td>540</td>
<td>0.6%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>520</td>
<td>0.6%</td>
</tr>
<tr>
<td>Persian</td>
<td>380</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Source: Statistics Canada 2006 Census Data

In Wellington County the top ten languages spoken most often at home are very similar to trends noted in Guelph. Again, English is by far the main language. Out of 159,925 responses approximately 91 percent (145,130) listed English as the most common language spoken at home. The next most common language was German which represented approximately one percent of total responses. The remainder of the top ten languages can be seen in Figure 7.

Figure 7: The Top Ten Languages Spoken Most Often at Home in Guelph-Wellington

<table>
<thead>
<tr>
<th>Language</th>
<th>Total</th>
<th>Percentage total of total languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>145,130</td>
<td>91%</td>
</tr>
<tr>
<td>German</td>
<td>1785</td>
<td>1%</td>
</tr>
<tr>
<td>Italian</td>
<td>1030</td>
<td>0.7%</td>
</tr>
<tr>
<td>Chinese n.o.s.</td>
<td>1015</td>
<td>0.6%</td>
</tr>
<tr>
<td>Polish</td>
<td>830</td>
<td>0.5%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>790</td>
<td>0.5%</td>
</tr>
<tr>
<td>Hungarian</td>
<td>695</td>
<td>0.4%</td>
</tr>
<tr>
<td>French</td>
<td>635</td>
<td>0.4%</td>
</tr>
<tr>
<td>Spanish</td>
<td>620</td>
<td>0.4%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>615</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Source: Statistics Canada 2006 Census Data

Section 10: Geographic Distribution of Immigrants in Guelph-Wellington

The geographic distribution of immigrants in Guelph-Wellington varies based on rural and urban contexts. In Guelph, immigrants are primarily settled in the north-western
part of the city, with the highest concentrations of recent immigrants being found in the Onward Willow neighbourhood. Map 1 documents the spatial distribution of immigrants in the city of Guelph.

In Wellington County, immigrants are more dispersed over a broader geographical area. In general, immigrants have primarily settled in Guelph, Eramosa, and Puslinch townships while Mapleton Township has the highest concentrations of recent immigrants. Map 2 documents the spatial distribution of immigrants in Wellington County.

Data Sources

Citizenship and Immigration Canada:
RDM data as of Dec. 2009

City of Guelph:
“Guelph Business Directory”
“Prosperity 2020”

Statistics Canada, 2006 Census of Population:

“Citizenship, Place of Birth, Sex and Immigrant Status and Period of Immigration for the Population of Canada, Provinces, Territories, Census Divisions and Census Subdivisions, 2006 Census – 20% Sample Data”

“Detailed Language Spoken Most At Home, Other Languages Spoken Regularly at Home, Mother Tongue and Sex for the Population of Canada, Provinces, Territories, Census Divisions and Census Subdivisions, 2006 – 20% Sample Data”

“Place of Birth (33), Period of Immigration (9), Sex (3) and Age Groups (10) for the Immigrant Population of Canada, Provinces, Territories, Census Divisions and Census Subdivisions, 2006 Census - 20% Sample Data”

Workforce Planning Board of Waterloo Wellington Dufferin
“Employment Growth in Small and Medium-sized Enterprises”
“Immigrant Employment by Field of Study: In Wellington County”
APPENDIX G

RANKED PRIORITY NEEDS/GAPS
(FROM MAY 11, 2010 COUNCIL MEETING)
## APPENDIX G: Ranked Priority Needs/Gaps
(FROM MAY 11, 2010 COUNCIL MEETING)

<table>
<thead>
<tr>
<th>EMPLOYMENT</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment services that are responsive to both employers and immigrants/newcomers needs</td>
<td>28</td>
</tr>
<tr>
<td>Mentorship, job shadowing, bridging, apprenticeship programs</td>
<td>19</td>
</tr>
<tr>
<td>Recruitment /outreach and other employer related policies and practices</td>
<td>19</td>
</tr>
<tr>
<td>Affirmative action / employment equity program</td>
<td>13</td>
</tr>
<tr>
<td>Education/training opportunities that build on immigrants’ education/training/experience</td>
<td>12</td>
</tr>
<tr>
<td>Access to “hidden job pool” through social and networking connections</td>
<td>12</td>
</tr>
<tr>
<td>Access by immigrants/employers to credential accreditation</td>
<td>11</td>
</tr>
<tr>
<td>Education and support for small business to hire immigrants</td>
<td>10</td>
</tr>
<tr>
<td>Lack of (insistence by employers on) Canadian experience</td>
<td>9</td>
</tr>
<tr>
<td>Education, training, experience of immigrants not recognized/accepted</td>
<td>7</td>
</tr>
<tr>
<td>Opportunities for volunteer experience that could lead to employment</td>
<td>6</td>
</tr>
<tr>
<td>Discomfort with or discrimination against immigrants/refugees</td>
<td>4</td>
</tr>
<tr>
<td>Immigrants’ lack of understanding of Canadian workplace culture</td>
<td>3</td>
</tr>
<tr>
<td>Ongoing support for newcomers in the workplace</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE TRAINING</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment related English language programs</td>
<td>33</td>
</tr>
<tr>
<td>Evening English language opportunities</td>
<td>27</td>
</tr>
<tr>
<td>Childcare attached to English language programs</td>
<td>19</td>
</tr>
<tr>
<td>Children/Youth English language programs in neighbourhood schools</td>
<td>18</td>
</tr>
<tr>
<td>Transportation to English language programs</td>
<td>17</td>
</tr>
<tr>
<td>English language programs specifically targeting women</td>
<td>14</td>
</tr>
<tr>
<td>More English language classes closer to where people live</td>
<td>7</td>
</tr>
<tr>
<td>English language programs specifically targeting seniors</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNITY SERVICES/PROGRAMS</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinated information/orientation service</td>
<td>24</td>
</tr>
<tr>
<td>Access to/understanding of healthcare systems education systems</td>
<td>23</td>
</tr>
<tr>
<td>Access to affordable housing</td>
<td>20</td>
</tr>
<tr>
<td>Increased coordination and partnerships in all service sectors, focused on immigrant settlement/integration.</td>
<td>19</td>
</tr>
<tr>
<td>Printed/translated Guelph/Wellington orientation information</td>
<td>16</td>
</tr>
<tr>
<td>Interpretation services, local, culturally trained, available to service providers</td>
<td>14</td>
</tr>
<tr>
<td>Need/Gap</td>
<td>Ranking</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Support for recent immigrants from established immigrants with similar experiences</td>
<td>11</td>
</tr>
<tr>
<td>Diversity and cultural sensitivity within service organizations</td>
<td>7</td>
</tr>
<tr>
<td>Specific programs/services for newcomer youth</td>
<td>7</td>
</tr>
<tr>
<td>Specific programs/services for newcomer seniors</td>
<td>2</td>
</tr>
<tr>
<td>Access to recreation and sports programs</td>
<td>2</td>
</tr>
<tr>
<td>Limited networking opportunities for newcomers/immigrants in rural areas</td>
<td>2</td>
</tr>
<tr>
<td>More research on breakdown of number of immigrants to Guelph/Wellington based on Immigration Class (economic, family, refugee class) and needs of refugees</td>
<td>0</td>
</tr>
</tbody>
</table>

### COMMUNITY INTEGRATION/INCLUSION

<table>
<thead>
<tr>
<th>Need/Gap</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach by social, cultural, recreational groups and neighbourhood groups to newcomers</td>
<td>29</td>
</tr>
<tr>
<td>Effort to promote &amp; engage volunteerism within newcomer/immigrant communities</td>
<td>27</td>
</tr>
<tr>
<td>Increased efforts by municipal governments and other institutions to diversify their workplaces and to reflect the diversity of the community in their publications, websites, etc.</td>
<td>23</td>
</tr>
<tr>
<td>Increased knowledge, respect and understanding among groups from different ethno-cultural backgrounds</td>
<td>21</td>
</tr>
<tr>
<td>Host/friendship programs for pairing established residents/families with newcomers</td>
<td>18</td>
</tr>
<tr>
<td>Increased efforts by municipal governments to partner with ethno-cultural communities to actively support newcomer/immigrant social, cultural, economic integration</td>
<td>17</td>
</tr>
<tr>
<td>Development of and support for ethno-cultural/multicultural community centres</td>
<td>6</td>
</tr>
<tr>
<td>Opportunities for social/cultural interaction between established and recent immigrant communities</td>
<td>5</td>
</tr>
<tr>
<td>Public education about backgrounds of newcomers/immigrants, why they come here, what they bring/contribute to the community</td>
<td>5</td>
</tr>
<tr>
<td>Minimal contact generally in rural areas with newcomers/immigrants</td>
<td>3</td>
</tr>
</tbody>
</table>
APPENDIX H

TOP 3 – PRIORITY SETTLEMENT/
INTEGRATION NEEDS/GAPS
APPENDIX H: Top 3 – Priority Settlement/Integration Needs/Gaps

### EMPLOYMENT

<table>
<thead>
<tr>
<th>NEED/GAP</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education/training opportunities that build on immigrants’ education/training/experience</td>
<td>1</td>
</tr>
<tr>
<td>Employment services that are responsive to both employers and immigrants/newcomers needs</td>
<td>2</td>
</tr>
<tr>
<td>Mentorship, job shadowing, bridging, apprenticeship programs</td>
<td>3</td>
</tr>
<tr>
<td>Access to “hidden job pool” through social and networking connections</td>
<td></td>
</tr>
<tr>
<td>Minimal contact generally in rural areas with immigrants/refugees</td>
<td></td>
</tr>
<tr>
<td>Affirmative action / employment equity program</td>
<td></td>
</tr>
</tbody>
</table>

### ENGLISH LANGUAGE TRAINING

<table>
<thead>
<tr>
<th>NEED/GAP</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment related English language programs</td>
<td>1</td>
</tr>
<tr>
<td>Transportation to English language programs</td>
<td>2</td>
</tr>
<tr>
<td>Children/Youth English language programs in neighbourhood schools</td>
<td>3</td>
</tr>
<tr>
<td>Childcare attached to English language programs</td>
<td></td>
</tr>
<tr>
<td>Evening English language opportunities</td>
<td></td>
</tr>
</tbody>
</table>

### COMMUNITY SERVICES/PROGRAMS

<table>
<thead>
<tr>
<th>NEED/GAP</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased coordination and partnerships in all service sectors, focused on immigrant settlement/integration.</td>
<td>1</td>
</tr>
<tr>
<td>Access to/ understanding of health care and education systems</td>
<td>2</td>
</tr>
<tr>
<td>Access to affordable housing</td>
<td>3</td>
</tr>
<tr>
<td>Printed/translated orientation information</td>
<td></td>
</tr>
<tr>
<td>Coordinated information/orientation service</td>
<td></td>
</tr>
</tbody>
</table>

### COMMUNITY INTEGRATION/INCLUSION

<table>
<thead>
<tr>
<th>NEED/GAP</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased efforts by municipal governments and other institutions to diversify their workplaces and to reflect the diversity of the community in their publications, websites, etc.</td>
<td>1</td>
</tr>
<tr>
<td>Host/friendship programs for pairing established residents/families with newcomers</td>
<td>2</td>
</tr>
<tr>
<td>Outreach by social, cultural, recreational groups and neighbourhood groups to newcomers</td>
<td>3</td>
</tr>
<tr>
<td>Increased knowledge, respect and understanding among groups from different ethno-cultural backgrounds</td>
<td></td>
</tr>
<tr>
<td>Efforts to promote &amp; engage volunteerism within newcomer/immigrant communities</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I

GUELPH WELLINGTON LIP EVALUATION PLAN
Guelph Wellington LIP Evaluation Plan (Phase 1)

Why Evaluate -

1. To ensure completion of all CIC deliverables
2. To obtain feedback with the view to continuous improvement
3. To monitor LIP Workplan, Community Engagement Plan and Governance Model capacity
4. To create a solid base for strategy implementation and sustainability

<table>
<thead>
<tr>
<th>Evaluation Components</th>
<th>Achieved</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. CIC deliverables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* LIP Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Establishment of LIP Council Terms of Reference</td>
<td>❌</td>
<td>TOR approved with Vision and Mission – Jan /10</td>
</tr>
<tr>
<td>o Host minimum of 6 meetings during the one year funding period</td>
<td>❌</td>
<td>11 Council Meetings to-date</td>
</tr>
<tr>
<td>o Preparation of Minutes for each meeting with payment claims and Narrative reports on the activities of the Council</td>
<td>❌</td>
<td>Prior to the 10th of each month</td>
</tr>
<tr>
<td>* Preparatory Information for Strategy Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Action plan for the development of a local settlement strategy identifying key tasks, milestones, roles and responsibilities</td>
<td>❌</td>
<td>Workplan updated - Apr /10</td>
</tr>
<tr>
<td>o Database on immigrants in the community and related service planning data</td>
<td>❌</td>
<td>Service Inventory &amp; Project Socio-Demographic Data</td>
</tr>
<tr>
<td>o Report on immigrant populations in the community, available settlement services and the capacity of service providers to provide for newcomers</td>
<td>❌</td>
<td>Environmental Scan, Inventory of Services, Guelph Wellington Socio-demographic Data</td>
</tr>
<tr>
<td>o Report on consultations held with newcomers, employers and service providers in the community</td>
<td>❌</td>
<td>Winter Ethno-cultural &amp; Community Consultations Summary Report</td>
</tr>
<tr>
<td>* Settlement Strategy indicating how the following outcomes will be achieved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Improvements in accessing and co-ordinating services that facilitate immigrant settlement and integration</td>
<td>❌</td>
<td>GW-LIP Strategy</td>
</tr>
<tr>
<td>o Improvement in immigrants gaining access to the local and regional labour market</td>
<td>❌</td>
<td>GW-LIP Strategy</td>
</tr>
<tr>
<td>o Strengthen local and regional awareness and capacity to integrate immigrants</td>
<td>❌</td>
<td>GW-LIP Strategy</td>
</tr>
<tr>
<td>o Establishment and enhancement of partnerships that include the participation of multiple stakeholders in planning, the co-ordination of newcomer service delivery in the areas of settlement, integration, language training and labour-market integration with a focus on provider(s) funded by CIC and or MCI</td>
<td>❌</td>
<td>GW-LIP Strategy</td>
</tr>
<tr>
<td>o Ongoing communication and consultation with local and regional labour market networks</td>
<td>❌</td>
<td>GW-LIP Strategy</td>
</tr>
<tr>
<td>* A detailed work-plan identifying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Tasks, activities, roles, responsibilities and timelines required to implement settlement strategy</td>
<td>❌</td>
<td>October Council Meeting</td>
</tr>
<tr>
<td>o Detailed description of how collaborative community planning will be established and maintained</td>
<td>❌</td>
<td>To be further identified and implemented during interim phase</td>
</tr>
<tr>
<td>o Plan to integrate the delivery of settlement services and minimize duplication</td>
<td>❌</td>
<td>GW-LIP Strategy</td>
</tr>
<tr>
<td>o Plan to collect data and report on the implementation of the local settlement strategy</td>
<td>❌</td>
<td>To be further identified and implemented during interim phase</td>
</tr>
<tr>
<td>o Sustainability plan for future implementation</td>
<td>❌</td>
<td>To be further identified and implemented during interim phase</td>
</tr>
<tr>
<td>o Strategy to develop performance measures and a methodology for evaluating the overall success of</td>
<td>❌</td>
<td>RBA facilitated process during interim phase</td>
</tr>
</tbody>
</table>

Revised November 19, 2010
### Guelph Wellington LIP Evaluation Plan (Phase 1)

**2. LIP Strategy Development**

- **Spring/Summer Consultations**
  - May 20th – Feedback Summary
  - June 17th – Feedback Summary
  - July 22nd – Feedback Summary
  - September 30th – Feedback Summary

- **LIP Council Strategy Development**
  - May – Follow-up with council
  - June – Follow-up with council
  - July – Follow-up with council
  - September – Follow-up with council
  - October – Follow-up with council

**3. LIP Community Engagement Activities & Progress (Quarterly Monitoring)**

- Building Practices of Inclusion (Mar. 26/10)
- Ethno-Cultural/Community Facilitators Feedback Session (Mar. 29/10)
- March 2010 (Nov-Mar)
- June 2010 (Apr-Jun)
- September 2010 (Jul-Sep)
- December 2010 (Oct-Dec)

**4. LIP Council/GIA Governance Structure Capacity**

- September to December Summative Assessment undertaken by Working Group comprised of LIP Council Members, GIA Members and Project Team Members to identify present governance structure capacity beyond Phase 1

---

*This project*
- Dec. 2010 – Max 1% Slippage

*Refer to October 2010 revised cashflow*

---

**Revised November 19, 2010**

---

- 20 (Ines), 20 (Tom)
- Hosted Onward Willow Women’s Group (12 participants) at City Hall
- 19 (Ines), 16 (Tom)
- 10 (Ines)