

Day 2 Integration – Session Summary

This summary is a longer version of the information included in MANSO's summit report.

Most session presentations are available on the [MANSO website](#).

Plenary: Deepening Community Integration through Interconnections and Innovations

Facilitators: Abdikheir Ahmed (Immigration Partnership Winnipeg) and Don Boddy (MANSO)

Presenters: Nejma Abdulrashid (Community Member), Ian Vickers (Diversity Foods), Yuliia Haletska (Swan Valley Settlement Services), Nour Ali (Kurdish Initiative for Refugees), Val Cavers (Mosaic Newcomer Family Resource Network)

This plenary featured people involved in a diverse range of integration practices to consider how integration can be made more profound in our communities. Starting from the direct experience of a newcomer and shifting to the experience of ethno-cultural communities, service providers, and employers, the series of panelists discussed interconnected and innovative integration practices from different perspectives. The audience was then encouraged to consider their own role in integration and ask questions to the panelists.

Panelist Perspectives

- Nejima Abdulrashid is a student at Dakota Collegiate with physical disabilities. She discussed several key people and organizations that had a profound impact on her resettlement and integration into Canada. Her story strongly reflects the idea that it takes a village for successful resettlement and integration.
- Ian Vickers explained how the restaurant and catering social enterprise that he manages has adapted to accommodate newcomers in the workplace, while being able to maintain high standards of service. He spoke about the need for flexibility, appropriate wages and benefits, and appropriate skill development. These conditions lead to a low staff turnover rate; however, he often views it as a success when employees move on since they have provided a supportive entry point into the Canadian workplace.
- Yuliia Haletska spoke about her journey of leaving a big city in Ukraine and moving to Swan River as an international student. This has been a time of great transition- from urban to rural life, from Ukraine to Canada, from student life to employment. She is now the Settlement Services Coordinator in Swan River and loves her work in welcoming and assisting newcomers there, despite the fact that she is not yet eligible for service at her office because she is not yet a Permanent Resident of Canada. She described a key moment in her integration experience being that, on a recent trip back to Ukraine to visit friends and family, she realized it was no longer her home. Swan River has become her home.
- Nour Ali described his journey to Canada and his extensive volunteer work in the Kurdish community. He also spoke about the experiences of the recently arrived refugees who are part of the "Syrian Initiative." He spoke about the informal but key role that ethno-cultural groups can play in helping newcomers to settle in Manitoba. He raised the question of whether ethno-cultural groups should be more formally involved in settlement and integration services.

- Val Cavers explained the role that Mosaic plays in assisting newcomers to settle in Winnipeg. She spoke about formal programming that supports newcomers and the extensive work of volunteers in settlement and integration. She discussed Mosaic's EAL and Family Resource programs and how they work in partnership. One of the key roles Mosaic has is making appropriate referrals to support families in their settlement and integration into Winnipeg.

Table Discussions: Deepening Community Integration

Each group discussed innovative integration practices and areas for collaboration towards this goal.

- What would you highlight as an innovative integration practice from your work or experience?
- How do you think we can improve collaboration towards integration?
- What are three key integration practices your group would like to highlight?

Francophone Immigration Week

Presenter: Salwa Meddri (Réseau d'Immigration Francophone)

Coinciding with the start of Francophone Immigration Week, this session provided an opportunity for Salwa Meddri of the Réseau d'Immigration Francophone (RIF) to discuss the role of the network and unique aspects of francophone immigration to Manitoba.

Discussion Points

- The Manitoba francophone community is diverse with "One language, one thousand accents." Different communities face different challenges.
- Outside of Québec, French as a first language is declining. Francophone immigration plays an important role in the growth of Canadian society and can help address this issue. It is important to valorize the contributions of francophone immigrants.
- The RIF communicates with governments and communities to support newcomers.
- Collaboration is key to respond to needs of newcomers. The RIF helps create awareness through education, training, and events for both the settlement sector and the public. It is important to spark conversation and share information so that the sector and the public can better support newcomers.

211 Community Supports

Manitoba 211 presented its new website, www.mb.211.ca, which allows community members to find the services closest to them using a geographic search tool. They are hoping to develop a telephone line which would serve as a similar accessible information hub.

Workshops

Facilitating Newcomer-Indigenous Relations through Education

Presenter: Marc Kuly (Service Learning Coordinator, Faculty of Education, University of Winnipeg)

This workshop focused on the theme of building Indigenous-newcomer relationships while allowing participants an opportunity to explore how one's own education and experiential context can shape one's understanding of Indigenous peoples in Canada. Mark Kuly shared from his own experience as a former high school teacher who taught newcomers and Indigenous students. He is now a service learning supervisor for Education students. He emphasized the importance of reconstructing stories in order to change narratives. Participant discussion was guided by table questions focused on key challenges, opportunities, and actions to move forward.

Discussion Points

What stories did you grow up with about Indigenous topics?

- For many participants who grew up in the 1950s - 1980s in Canada, there was a conspicuous lack of Indigenous history in Canadian school curriculum. Their understanding was shaped by isolated relationships, experiences (some positive, some negative), or incidents. Newcomer participants indicated that before settling in Winnipeg many of them had no knowledge Indigenous people lived in Canada or that there was a history of colonization in this country.

What are the perceptions that the newcomers you serve have about Indigenous topics?

- Clients sometimes hold negative stereotypes about Indigenous peoples prior to arriving here, often due to messaging shared by family members. Before their arrival many newcomer clients had no knowledge Indigenous peoples lived in Canada. Others' initial perceptions were affected by interactions with Indigenous people in the downtown area. None had an understanding of the colonization that had taken place in Canada and the devastating legacy of residential schools on Indigenous individuals and their families. Many newcomer clients developed a better understanding of Indigenous peoples once they realized their shared history of colonization and oppression.

Recommendations

- Reconstruct the stories of Indigenous peoples to re-shape the narrative shared with newcomer clients. This model can be incorporated into orientation, formal language classrooms, and conversation circles. Acknowledge similarities between experiences of Indigenous peoples and newcomers in terms of colonialism and racism.
- Encourage co-funding of both Indigenous and newcomer programs and supports in order to reduce the perception of inequity between the two groups.
- Provide opportunities for relationship building towards lasting change. Education is important and has a role in informing narratives and historical understanding, but the most successful model for breaking down prejudice and racism involves building relationships.

Gender Equity and Cultural Safety

Presenters: Nina Condo (Elmwood Community Resource Centre), Paula Migliardi (Sexuality Education Resource Centre Manitoba)

This workshop considered how community members and service providers can recognize multiple cultural perspectives while supporting a rights based approach to gender equity. Nina Condo and Paula Migliardi discussed approaches for addressing these intersecting issues. They then presented scenarios where there was a potential tension between cultural safety and gender equity. Small group problem-solving on the scenarios drew on the knowledge of participants.

Discussion Points

- It is important to consider how settlement service providers, as individuals and organizations, can mediate cultural safety and gender equity to facilitate access to resources in a client-centred way.

Recommendations

- Settlement workers need to foster a safe environment for their clients. This includes respecting the unique cultural identity of often marginalized people.
- Settlement workers may need to step back and differentiate between their personal and professional approaches.

Alternative Business Models for Meaningful Employment

Presenter: Corinna Rosales (SEED Winnipeg)

This workshop considered how alternative business models based on community economic development principles can facilitate meaningful employment for newcomers. Corinna Rosales, Co-Director of Supporting Employment and Economic Development (SEED), presented on the organization's programs and services. Principles of community economic development were reviewed and examples of how this approach has contributed to the integration of newcomers were highlighted by an example and a past program participant. The former client gave tips for newcomers starting their own business in Canada. This was followed by discussion on key challenges, opportunities, and actions going forward.

Discussion Points

- Community economic development principles include the use of local goods and services, production for local use, local re-investment of profit, long term employment of local residents, and local skill development.
- Alternative business models such as co-ops, social purpose business models, and social enterprises are viable employment options for newcomers.
- Diversity Foods is a social enterprise that provides a positive example of an alternative business model that supports the integration of newcomers.
- For a former client of SEED's program for entrepreneurs, starting a new business in a new country entails similar challenges to the personal challenges often associated with settlement and integration.

Recommendations

- Newcomers looking to start their own business should seek advice and look for business gaps.
- Approach social impact bonds with caution and do significant research since not all outcomes have been positive.

Pathways for Older Youth

Presenters: Diana Turner (EAL Consultant, Manitoba Education and Training), Thandiwe Ncube (Newcomer Education & Employment Services Inc.)

The settlement sector has long identified a persistent challenge for older youth in transitioning from K-12 to either post-secondary, employment, or other alternatives. This gap can be especially severe for youth who have interrupted schooling and/or who arrive as older teens. Diana Turner presented on Manitoba Education & Training's approach to supporting older youth, including a resource currently in re-development called "Promising Pathways." Thandiwe Ncube presented on how N.E.E.D.S. Inc. has developed employment programming to respond to needs of refugee youth with multiple barriers.

Discussion Points

Thandiwe Ncube, N.E.E.D.S. Inc.

- Youth with multiple barriers face challenges in accessing existing programming after high school. E.g.: Adult education, adult EAL
- N.E.E.D.S.' Employment Development Program includes needs assessment, educational and employment support, individual career coaching, ESL for the work place, work experience, and psychosocial support.
- EDP youth still face challenges with multiple priorities to balance, intergenerational conflict (resulting from different expectations of parents, among others), and employers having limited capacity to provide the necessary training and mentoring for newcomer refugees.

Diana Turner, Manitoba Education and Training

- The provincial approach for EAL students is inclusive, age-appropriate classrooms. It is a challenge for youth to catch up academically, develop language skills, and integrate socially (while often also juggling some adult responsibilities). They have a limited window to do this.
- Students have a Right to Attend school up to age 21, and school divisions may continue to have students attend up to age 23 at their discretion.
- EAL credits (e-credits) are often brought up as a challenge by community. They were designed as a tool, and can be used effectively in the right circumstances, but may also be misused.
- MET is currently updating the Promising Pathways document to assist those advising EAL students in high schools, as not all advisors have a complete picture of the many possible pathways and resources. They welcome further engagement with the sector on this topic.

Recommendations

- MANSO to work with Manitoba Education and Training to convene further opportunities for organizations to discuss case studies from the Promising Pathways document and develop more concrete ideas for programming models

- MANSO to review report from Newcomer Education Consultations, when released by MET, and discuss findings with sector

Good Practice in Supporting LGBTQ+ Newcomers

Presenters: Jared Star (Sexuality Education Resource Centre Manitoba), Mike Tutthill (Rainbow Resource Centre), Jennifer Stadtmiller (Rainbow Resource Centre)

This workshop aimed to outline the intersecting challenges faced by LGBTQ* newcomers and provide strategies for service providers, community members, and other stakeholders to facilitate safe supports, spaces, and programming. Jennifer Stadtmiller, facilitator for Rainbow Resource Centre's New Pride volunteer-run social support group, spoke about challenges that participants from a range of countries and immigration classes have shared. Jared Star discussed how SERC Manitoba can support organizations in developing an organizational approach and training to facilitating safe spaces and services. Mike Tutthill, Executive Director of the Rainbow Resource Centre, gave further input on how service providers and LGBTQ+ organizations can collaborate to create safer communities.

Discussion Points

Jennifer Stadtmiller, New Pride

- LGBTQ+ people experience losses similar to other newcomers, but sometimes have also lost relationships with people they have come out to in their home country. This combined with fear of discrimination both from their ethno-cultural community and within the LGBTQ+ community itself can make settlement very isolating and affect mental health.
- New Pride plays an important role in supporting new Canadians who have experienced oppression due to LGBTQ+ identity, as well as connecting them to community and services.
- Group members have had both very positive and negative experiences engaging with mainstream settlement service providers. Some of the challenges include:
 - Fear of meeting staff or clients from their home country who might out them back home
 - Assumptive language about their sexual orientation or gender identity
 - Need for transgender people to present birth documents that do not align with identity
 - EAL classes that focus on themes which can be stressful for LGBTQ+ people, e.g. family
 - Lack of specific information to meet needs, e.g. answers to questions about sponsoring a same-sex partner who cannot come out to authorities, access to hormones, changes to documents, access to inclusive parenting classes, etc.
 - Discrimination
- In general, LGBTQ+ community members do not see themselves represented in public materials of settlement organizations (e.g. no info in pamphlets or visual representation in posters), which contributes to invisibility and a feeling that people must hide their identities to access services.
- Clients find it therapeutic and exciting to meet with a settlement worker who is also LGBTQ+.
- Service providers can assist by:
 - Connecting clients to LGBTQ+ specific programming as well as offering access to services that fit LGBTQ+ needs, including settlement workers who are trained in LGBTQ+ issues.
 - Facilitating access to ethno-cultural groups that are safe and supportive, and possibly engaging with ethno-cultural groups about LGBTQ+ issues and laws in Canada.

Jared Star, Sexuality Education Resource Centre

- SERC currently does programming with newcomers around sexuality and health, as well as offering consultation services, training, and support for service providers.
- These conversations implicate culture and values- training takes time and is not a one day event.
- Organizations must look at their long-term goals and develop a comprehensive plan, asking: “Are we creating a safer environment? Are our programs reflective of the diversity we are trying to support? Will LGBTQ+ people see themselves reflected?”
- Diversity can be reflected in many ways, like how a program is built, the staff administering it, and how it is evaluated. SERC can assist in helping organizations think through these things.

Mike Tutthill, Rainbow Resource Centre

- Outside of New Pride, Rainbow Resource Centre sees most newcomers accessing counselling services, especially for hearings at the Immigration & Refugee Board. The experience is very personal and potentially traumatizing. Although the new Sexual Orientation and Gender Identity Expression guidelines are very good, staff continue to see IRB members not implement them.
 - For refugee claimants with IRB hearings, LGBTQ+ community members often have challenges because the IRB see inconsistencies in their stories. This may be because clients are not comfortable coming out to all service providers.
- Collaboration is very important in supporting LGBTQ+ community members. Examples include:
 - Finding neutral places to meet, as many LGBTQ+ people are not comfortable meeting at settlement offices. There have been incidents of information about a person’s identity making it back home and having effects there, including destruction of property.
 - Finding resources that are LGBTQ+ friendly, like safe housing and inclusive doctors.
- Framing “Canadian values” in conversations with newcomers must recognize nuance and context, particularly in terms of safety. For example, same-sex partners can get married here but cannot necessarily walk safely holding hands.
- It is important to think about how family reunification is understood in an LGBTQ+ context.

Q&A

Q: Service providers have commented on the difficulty of changing name and sex designation if not born in Manitoba.

A: Some have worked through how to navigate the process. There is a need to clarify the process.

Q: Have there been instances of resisting IRB’s stereotypes?

A: Both individuals making a claim and their supporters have tried to break stereotypes, which they have encountered from both IRB panel members and their immigration lawyers.

Q: Do you work with interpreters? How do you deal with that relationship?

A: Most participants in New Pride have strong English language skills. Those who do not unfortunately are not well included due to lack of funding for interpreters. Sometimes other members can interpret. Rainbow Resource Centre is interested in exploring training for existing interpreters and/or training some safe interpreters.

Q: Are there good resources for LGBTQ+ newcomers outside of the city of Winnipeg?

A: Rainbow Resource Centre is working on developing a network of community GSAs (Gay Straight Alliances) based in community, rather than in schools as they are most frequently.

Q: Are there ongoing relationships with private sponsors?

A: In Winnipeg there is an active coalition called Reaching out Winnipeg which promotes sponsorship of LGBTQ refugees. Sunshine House has also been doing excellent work in providing a welcome space through their “Like That” program.

Recommendations

- MANSO to continue offering opportunities for dialogue and learning on the topic of supporting LGBTQ+ newcomers, including opportunities for front line staff
- MANSO to assist Rainbow Resource Centre in exploring opportunities for increasing safety of interpretation
- Participants in PNT cluster on LGBTQ+ to continue sharing information, resources, and good practice with Manitoba settlement community
- MANSO to explore a similar program to OCASI’s positive spaces campaign

[Collaborating with Ethno-Cultural Communities: Summer Youth Programming as Promising Practice](#)

Presenters: Ethno-Cultural Community Representatives, Don Walmsley (Neepawa and Area Immigrant Settlement Services), John Smyth (Aurora Family Therapy Centre), Reuben Garang (Immigration Partnership Winnipeg)

This workshop, facilitated by Reuben Garang of Immigration Partnership Winnipeg, highlighted recent urban and rural Summer Youth Engagement Programs (SYEP) as a positive example of collaboration between ethno-cultural communities and service provider organizations. Ethno-cultural community representatives and service providers discussed the successes and challenges of the IRCC funded initiative as well as ideas for moving forward. Don Walmsley and John Smyth presented from Neepawa Area Settlement Services and Aurora Family Therapy Centre, respectively. There were also presentations by a number of ECGs who shared illustrative pictures of some of their summer activities. Some youth that were involved in the SYEP in Winnipeg shared their experiences and were very positive overall.

Discussion Points

- In Neepawa, the SYEP was run of the settlement office by a summer staff member, making it the only SYEP that was not run by an ECG. The delay in funding was a significant issue, but they were still able to run a successful SYEP. The programing included a combination of skill development, fun activities, and community integration connections.
- Aurora Family Therapy Centre partnered with several ECGs to run their SYEP. While the SPO was the holder of the agreement and funds, the SYEPs were run by the ECGs they collaborated with. There were many strengths in using this model when it came to outreach and connecting with youth. For next year they are considering not separating all the youth into ethno-cultural groups.

Key Recommendations

- Confirm funding earlier so staff can be hired and programs can be advertised/organized before the end of the school year.
- Consider not dividing some of the Winnipeg SYEPs by ECGs, so there is more of an opportunity to meet people from other communities.
- Try exchanges with urban and rural SYEPs so youth get an opportunity to visit each other's community.

Cultural Competency for Culturally Diverse Organizations

Presenter: Steve Reynolds (Regional Connections)

This workshop highlighted best practices for a culturally competent workplace through the use of case studies and group discussions. Concepts of cultural competency were considered in the context of diverse workplaces. Workplace integration scenarios were given to table groups to work through with discussion questions. Each scenario included a newcomer facing challenges in the workplace. The objective was to discuss what the challenges were for the newcomer, the employer, as well as the organization and how they could be solved.

Discussion Points

- Cultural competency is a process, a journey, and a long time commitment- it is ever evolving. This journey is reciprocal and includes both newcomers and Canadians.
- Compared to their Canadian born counterparts, immigrants fare worse in labour market outcomes and earnings, and the situation in Manitoba is the worst among the ten provinces in Canada.
- This gap is believed to result from discrimination in the Canadian labour market, issues with foreign credential recognition, and potentially limited official language abilities of newcomers.

Recommendations

- Cultural competency challenges need to be tackled on different fronts. Challenges need to be addressed from an interpersonal, organizational, and newcomer perspective.

Case Studies in Innovative Language Delivery

This workshop provided an opportunity for participants to explore six different innovative language initiatives from a range of language providers and individuals. Participants had ten minutes at each table to hear about each initiative and ask some questions before moving to the next table.

Presenters

- Louise Giesbrecht, Enhanced English Skills for Employment, **English at Work**
Support that includes on-site job-specific English language training for workers.
- Val Schellenberg and Kathy Harochaw, community volunteers with **Mobile Language Pilot Project**
Volunteer-run language acquisition program where learners gather in one another's homes twice a week for conversation and basic reading and writing practice.
- Miriam Turyamwijuka, Portage Learning and Literacy, **Volunteer Program**
Volunteer program that offers a wide range of volunteer opportunities, i.e. language tutor, settlement partner, and literacy classroom support.

- Ella Kroeker, Manitoba Institute of Trades & Technology, **Mom & Baby Class**
Classroom initiative that allows moms with young babies to bring them to a full time language class.
- Deborah Slonowsky, Dauphin Regional Settlement Services, **Walk & Talk conversation initiative**
Program that pairs community volunteers with newcomers to go for a walk while sharing conversation and creating connections.
- Hurmat Habib, Salvation Army, **English Café**
Support where volunteers help newcomers with language, homework, and reading for citizenship or driver's license tests on a weekly basis.

Key Recommendations

- Engage community groups to take on the training and initiation of the activities where possible. Volunteer recruitment and coordination is essential to roll out low-cost activities especially in contexts where staff time and capacity is limited.
- Continue to spread the word wherever possible to raise the profile of innovative projects. Increasing visibility is key to continued success and ongoing growth.
- Provide a framework or basic curriculum to guide volunteers in assisting newcomers. It is important to train volunteers in diversity and inclusion, provide practical resources, and offer ongoing support as questions and concerns arise.

Presentation: Newcomer-Indigenous Community Building

Presenters: Jenna Wirch and Shereen Denetto (Immigrant and Refugee Community Organization of Manitoba)

Indigenous communities, newcomer communities, and service providers have been participating in conversations about how we can better support mutual learning between newcomer and Indigenous communities and implement key recommendations from the Truth & Reconciliation Commission report. Service providers have identified this as a key area of growth. Jenna Wirch and Shereen Denetto of Immigrant and Refugee Community Organization of Manitoba (IRCOM) shared the story of IRCOM's approach to nurturing Indigenous-newcomer relationships.

Discussion Points

- Shereen described her experience growing up as a child of immigrants in a rural area, and how difficult it is to reconcile her mostly positive experience with the fact that during the same time period residential schools were still running in the area.
- IRCOM's 3-year strategic plan includes nurturing Indigenous-newcomer relationships, and focuses on the need to build in reconciliation work to all of the organization's programs
- Some specific strategies at IRCOM include:
 - Holding tenants meetings
 - Involving cultural advisors
 - Integrating hands-on learning, ceremony, and role-playing exercises
 - Looking for similarities in ceremony, food, life course rituals, etc.
 - Finding common ground
 - Focusing on children & youth Eg: 100 basketball/soccer ball campaign

- Federal materials (like the Discover Canada Guide) aimed at orienting newcomers to Canada do not currently adequately recognize the histories and cultures of Indigenous people. Indigenous people are often ignored or discussed as ‘history.’
- When designing programs to help newcomers understand Canada, it is important to reflect on whose norms are we are teaching. When we are talking about integration and citizenship, where does an Indigenous perspective come in? How can we reconcile newcomer integration and Indigenous colonization? How can we make sure that recent newcomers are not seen as another wave of colonizers? How can we be culturally safe for both newcomers and Indigenous people?
- It is important that reconciliation be led by engagement with community not colonial institutions.

Key Recommendations

- MANSO to help newcomer serving organizations share good practices and resources by conducting a scan of member organizations and offering further opportunities for discussion and learning. The scan should consider members’:
 - Approaches to implementing TRC recommendations
 - Partnerships with Indigenous community organizations
 - Tools and resources developed or used thus far
- MANSO to foster discussion with members and community organizations about how to support partnerships with Indigenous community organizations in a way that adds capacity, rather than depleting their resources.

Dinner and Dialogue

Facilitator: Reuben Garang (Immigration Partnership Winnipeg)

Presenters: Nita Jolly (IRCC), Yolima Carvajal, President (Colombian Association of Manitoba), Manika Pradhan, President (Nepali Cultural Association), Dr. Zephania Matanga (Canadian Multicultural Disability Center Inc.), Jennifer Chen (Manitoba Chinese Tribune/Manitoba Chinese Women’s Association), Matthew Joseph and IRCOM Youth, Paul Kambaja (Congolese Community)

Co-hosted by MANSO and Immigration Partnership Winnipeg, this gathering was an opportunity to connect with ethno-cultural community (ECC) representatives and learn from their perspectives and priorities. Reuben Garang facilitated the session and Nita Jolly began with an introduction of how IRCC envisions collaboration with ethno-cultural communities. Yolima Carvajal and Manika Pradhan, participants in IPW’s recent ethno-cultural community engagement session, presented the legacy document which arose from this event, outlining key interests, gaps, and priorities. This was followed by presentations from a number of community representatives, including a passionate group of youth. Dr. Zephania Matanga spoke of the power of storytelling, Jennifer Chen discussed the importance of political involvement, and Paul Kambaja described ethno-cultural community summer programming for youth. Matthew Joseph and a group of youth he works with at IRCOM talked about their experiences and concerns with settlement and integration processes. All participants were then encouraged to connect across agencies and communities for roundtable discussions on how the sector can effectively respond to the interests and needs expressed throughout the session.

Discussion Points

Nita Jolly

- ECCs can play a major role in creating a sense of belonging and trust in new communities, particularly in the early stages of settlement.
- Navigating settlement services can be daunting and result in low uptake of available services. Collaboration between SPOs and ECCs is vital to make system approachable and meet newcomer needs.
- IRCC looks for opportunities to leverage a range of social and financial capital for best outcomes.

Yolima Carvajal and Manika Pradhan

- IPW convened an ECC forum on September 9, 2017, which focused on five key questions and highlighted key needs and roles.
- ECCs need sustained and consistent funding, particularly for newcomers without refugee status. The city can play a key role in funding city services.
- ECCs need centralized resources and information. This must be connected in to SPO and City of Winnipeg resources. IPW can act as a centralized knowledge sharing resource.
- Related to this, ECCs need access to key settlement and city services such as language training, counseling, and transportation.
- ECCs require physical spaces for events and offices. Beyond physical capacity, there is also a need to increase volunteer numbers which are essential to ECCs' work. Staff training will also be necessary should ECCs become more formalized service providers.
- A major need is opportunities to strengthen collaboration with other ECCs, SPOs, IPW, and MANSO. Formalizing the work of ECCs in referral pathways and ensuring consistent communication with SPOs is a vital form of coordination.
- The City of Winnipeg can play a role in providing funding, resources, and services. Having a City of Winnipeg contact person with a physical presence in communities would facilitate this.
- IPW can serve as a spoke for communication and collaboration between different actors, particularly SPOs and the government. It can also help with capacity building by convening roundtables and workshops for topics relevant to ECCs.

Dr. Zephania Matanga

- It is vital for ECCs to tell their stories to build individual and community resilience.
- ECCs provide community support that is very important for a sense of belonging.
- Collaboration between ECCs and SPOs is needed, especially for youth. No child should be left behind. Partnership between SPOs and ECCs on summer youth programming was an example of how these actors can collaborate to help youth develop coping skills and recognize their gifts.

Jennifer Chen

- Civic involvement can be a path to integration, both through developing an understanding of political issues and systems as well as through connecting with others over a joint project. E.g. Chinese community rallying for commemoration day for victims of human rights abuses.
- Members of minority groups must get involved politically to build a multicultural Canada without losing their culture.

IRCOM Youth

- IRCOM developed a project for youth to articulate and share their concerns and recommendations for settlement and integration processes.
- Mental health issues can be compounded with settlement challenges. Newcomer youth experience unique social and economic pressures, e.g. translating for family, as well as discrimination, racism, and Islamophobia. Youth often do not articulate their challenges due to feelings of exclusion, and may turn to negative influences, e.g. gangs.
 - i. Implement Gr. K-12 mental health curriculum
 - ii. Provide tailored programming for youth with mental health challenges
- Being female makes things twice as difficult. It is hard for parents to understand and communicate with their daughters, which leads to pressure to live a double life.
 - i. Provide information and communication training for parents
- Transition to Canadian school system is challenging. Students can feel isolated by other students as well as teachers, and family relationships become strained. Many youth fail or drop out. There are also barriers in EAL. Teachers are seen as being unprepared and keeping youth in EAL classes to maintain jobs. This creates barriers for students graduating. Also lack of academic guidance for university (1:300 counselor-student ratio) and lack of pathways for older youth.
 - i. Better prepare EAL staff, particularly for pathways to graduation
 - ii. Increase guidance counsellor ratios e.g. 1:75 students
- Sports are too expensive for newcomer youth and coaches or referees often lack cultural understanding. This inaccessibility detracts from healthy lifestyles.
 - i. Find ways to make sports affordable
 - ii. Provide cultural competency training for coaches and referees
- Housing is often overcrowded, infested with bugs, and in areas with high crime. Youth do not have their own space which leads to increased conflicts in the home and the need for youth to find alternative safe spaces.
 - i. Address specific issues faced by newcomers in national housing strategy
 - ii. Increase number of adequate/affordable housing units e.g. 250 units

Paul Kambaja

- Another area for collaboration is between different ethnic groups on joint projects.
- ECCs can work with the whole family and serve as a bridge to support parents.
- It is important to empower youth and recognize their experiences. E.g. Summer and after school programs including math, science, language, specific cultural traditions and food.
- Funding is a constant struggle and more consistent funding would have a major impact.

Recommendations

Collaboration

- Enhance collaboration with other ECCs, SPOs, IPW, and MANSO, especially for youth.
- Encourage collaboration between different ECCs on joint projects. E.g. SYEP
- Formalize work of ECCs in referral pathways and ensure consistent communication with SPOs.
- IPW to serve as spoke for communication and collaboration among different actors, i.e. SPOs and government.

Access

- Facilitate ECC access to key settlement and city services such as language training, counseling, and transportation.
- Provide centralized resources and information for ECCs, connected in to SPO and City of Winnipeg resources. IPW to act as centralized knowledge sharing resource.
- IPW to convene roundtables and workshops for topics relevant to ECCs.

Funding

- Support sustained and consistent funding for ECCs, particularly for newcomers without refugee status. Include funding for physical space and volunteer/staff capacity building.
- City of Winnipeg should play a key role in providing funding, resources, and services. Appoint a City of Winnipeg contact person with a physical presence in communities to facilitate this.

Community Resilience

- ECCs must tell their stories to build individual and community resilience.
- Members of minority groups must get involved politically to build a multicultural Canada.
- Address specific recommendations from IRCOM youth, including mental health curriculum and programs; communication training for parents; improved guidance counsellor ratios and teacher awareness of graduation pathways; affordable and culturally safe sports; and adequate newcomer housing strategy and units.