



NEWCOMER INTEGRATION TOOLKIT

Developed by the Community and Race Relations Committee of Peterborough (CRRC), the New Canadians Centre (NCC), and the Peterborough Partnership Council on Immigrant Integration (PPCII)

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Newcomer Integration Toolkit

The Newcomer Integration Toolkit provides physical and human resources that will aid in the building of community capacity to support immigrant integration and social inclusion. The toolkit aims to support social service agencies by providing resources that will enable the community to better meet the unique needs of newcomers. As such, the toolkit includes resources, practical supports and best practices for social service agencies and community groups on the topics of:

- Diversity and cross-cultural communication training
- Developing immigrant-friendly policies for workplaces
- Advocating for the benefits of immigrant attraction and retention
- Creating spaces and services that are accessible and welcoming to newcomers

Alongside providing resources and materials, NCC and CRRC staff are available to assist agencies in determining priority areas and implementing measures. Staff members are also available to provide customized training sessions for management, staff and volunteers.

Please feel free to consult CRRC Co-ordinator Karolyn Givogue (742-9658; racerelation@gmail.com) for assistance in implementing elements of the toolkit.

Table of Contents

BUILDING WELCOMING COMMUNITIES: ADVOCATING FOR THE ATTRACTION AND RETENTION OF NEWCOMERS 7

1	Introduction: Global Trends that Call for the Attraction of Newcomers	7
1.1	The Local Context: Why Attraction and Retention is Important for Peterborough	8
2	Social and Cultural Benefits of Attracting Newcomers	8
2.1	Newcomer Contributions to Social Service Agencies	9
3	Retaining Newcomers	9
3.1	Local Factors that Impact Retention Rates	10
4	Building a Welcoming Community	11
4.1	Welcoming and Inclusive Environment	12
4.2	Accessibility Checklist	12
4.3	Advocating for a Welcoming Community from Within	13
5	Works Cited	14
6	Local Resources	15
7	Additional Resources	15

IMMIGRANT-FRIENDLY WORKPLACE POLICIES 17

1	Introduction	17
1.1	Tips on welcoming New Canadians to the workplace	17
2	Immigrant-friendly Policy Approaches	18
2.1	Anti-Racism Policies	18
2.2	Challenging racism in the workplace: CUPE Policy Statement on workplace racism	19
2.3	Diversity Policies	23
2.4	Articulating Board Diversity Policy	23
2.5	Canadian Council for International Cooperation (CCIC) – Board Diversity Policy.....	24
2.6	Pillar Nonprofit Network’s Inclusion and Diversity Policy	25
2.7	Local Examples	27
3	Planning for Implementation	27

3.1	Six main steps to implementing immigrant-friendly workplace policies	28
3.2	An Equity Lens for Reviewing Policies, Programs, and Materials	30
3.3	Racial Equity Impact assessments	31
3.4	Quantitative Tools	32
3.5	Qualitative Tools	34
3.6	Assessing Organizational Culture	35
4	Immigrant-Friendly Workplace Policies	36
4.1	Mandatory Human Resources Policies and Procedures:	36
4.2	Employee Information and Privacy	36
4.3	Evaluation and Performance Appraisals	37
4.4	Health and Safety/Workplace Violence	39
4.5	Holidays	43
4.6	Hours of work	44
4.7	Leaves – including sick leave, leave of absence	46
4.8	Overtime Compensation	46
4.9	Recruitment and Selection	47
4.10	Termination	48
4.11	Vacation	49
5	Additional Workplace Policies	50
5.1	Anti-Discrimination	50
5.2	Employment Equity	50
5.3	Workplace Diversity	51
5.4	Contract workers and employment status	51
6	Implementing Immigrant-Friendly Workplace Policy Training	52
7	Works Cited	53

1	Getting Started	55
1.1	Introduction: The Role of Cross Cultural Communication and Diversity Training	55
1.2	Useful Definitions	56
2	Exploring Content	63
2.1	Laying the foundation: Understanding the social context of racism and diversity in Canada...	63
2.2	Overview of Racism in Canada	63
2.3	Diversity in Peterborough: An overview	65
2.5	Why Diversity Matters	67
2.6	A Day in the Life of a Newcomer: Scenarios on facing barriers	67
3	Communicating Across Cultures	68
3.1	Introduction	68
3.2	Understanding Culture	68
3.3	Diversity and Cultural Competence	69
3.1	Learning Cultural Competency.....	69
3.5	The Continuum of Cultural Competency	71
3.7	Barriers to Communication.....	72
3.8	Removing Barriers by Changing your Communication.....	73
3.9	Handling Sensitive Issues.....	73
3.10	Additional Tips on Cross Cultural Communication.....	73
3.11	Building Trusting Relationships with Newcomer Families	74
3.12	Effective Communication with Families	74
3.13	Avoiding Cultural Stereotypes.....	75
3.14	Providing Services to Diverse Clients.....	76
3.15	Judgment Exercise	77
3.16	Communicating with people who have a limited understanding of English Exercise.....	78
4	Delivery and Implementation	79
4.1	Role of the facilitator	79
4.2	Facilitation Tips	79

4.3	Planning a Training Session	80
4.4	Example of an Outline for a Three Hour Training Session:	80
4.5	Implementing Cross Cultural Communication and Diversity Training	82
5	Putting it all Together: Cross Cultural Communication and Diversity Training	83
5.1	Core Components	83
5.2	Facilitating a Training Session with Power Point Presentation for Guidance.....	84
6	Additional Examples of Cross Cultural Communication and Diversity Training Sessions	98
7	List of Facilitators	99
8	Works Cited	100

CREATING SPACES AND SERVICES THAT ARE ACCESSIBLE AND WELCOMING TO NEWCOMERS **102**

1	Introduction	102
2	Accessible and Welcoming Spaces for Newcomers	102
3	Accessible and Welcoming Services for Newcomers	102
4	Resources	104

ADDITIONAL TOOLS AND RESOURCES **104**

1.1	Additional Tools and Resources for Building Welcoming Communities	105
1.2	Additional Tools and Resources for Immigrant-Friendly Workplace Policies	105
1.3	Additional Tools and Resources for Cross Cultural Communication and Diversity Training...	107
1.4	Additional Tools and Resources for Creating Spaces and Services that are Accessible and Welcoming to Newcomers	107
2.1	Pre-training Evaluation Form	108
2.2	Train-the-Trainer Evaluation Form	111
2.3	Training Evaluation Form	113
2.4	Post-training Evaluation Form	115

Building Welcoming Communities: Advocating for the Attraction and Retention of Newcomers

1. GETTING STARTED

1

Introduction: Global Trends that Call for the Attraction of Newcomers

According to the United Nations Population Division, the world's population is predicted to stop increasing, stabilize and then decline relatively rapidly approximately mid-way through the 21st century (2009). Canada is demonstrating similar population trends within this global context. Currently, Canada is experiencing a decline in fertility rates below the rate that population replacement requires (National Working Group on Small Centre Strategies, 2007). According to some predictions, death rates will equal birth rates in Canada by 2020, and population growth thereafter will depend entirely upon immigration. According to a study recently release by Statistics Canada entitled "Projections of the Diversity of the Canadian Population" the diversity of the population in Canada will continue to grow for at least the next two decades (Malenfant, Éric Caron; Lebel, André and Laurent Martel, 2010). Estimates suggest that by 2031 the foreign-born population of Canada could increase four times faster than the rest of the population (Malenfant, Éric Caron; Lebel, André and Laurent Martel 2010). Furthermore, it is estimated that immigration is increasing Canada's population five times faster than the birth rate, and by 2011 immigration will account for 100% of labour force growth (Malenfant, Éric Caron; Lebel, André and Laurent Martel, 2010).

These global and national population trends will impact communities across Canada. Small communities will be particularly affected as they struggle to maintain a healthy population while fertility rates decline and death rates increase. This is further compounded by the fact that the majority of people who immigrate to Canada settle in one of the three largest municipalities – Toronto, Montreal and Vancouver. In 2006, the Toronto, Montreal and Vancouver census metropolitan areas were home to 68.9% of recent immigrants (Statistics Canada, 2007). This trend, combined with recent concerns regarding the economic decline of some of the less populated municipalities in Canada, has created a push for increased responsibilities for issues related to immigration in municipal governments. Consequently, small municipalities are taking action to increase their capacity to attract and retain newcomers to their communities (Thurston, 2008). These efforts are important because immigration contributes to the long-term growth and sustainability of communities. The communities that will be most successful will be those that provide a wide range of accessible services, a safe and welcoming environment, strong public institutions such as schools and hospitals, and opportunities for meaningful employment.

1.1

The Local Context: Why Attraction and Retention is Important for Peterborough

Attracting and retaining newcomers is particularly important for Peterborough. Firstly, in terms of attraction, Peterborough has a particularly older population and workforce, thereby making demographic and economic issues more pronounced. Furthermore, studies suggest that Peterborough may be experiencing a “migratory” or “urban” shift since increased numbers of newcomers have moved to Peterborough from urban centres such as Toronto and Durham in the last decade (PSPC and TCCBE, 2010).

	CITY OF PETERBOROUGH	PETERBOROUGH COUNTY (excl-city of Peterborough)	ONTARIO (not including Toronto and Ottawa)
Increase in Total Population 2001-2006	6.1%	6.4%	5.7%
Increase in Immigrant Population	13.7%	14.0%	10.0%

Source: Statistics Canada Community Profiles 2001 and 2006

While there is a local need to attract newcomers and to harness migration shifts to the Peterborough community, issues of retention must also be addressed. For instance, new immigrants (those who immigrated 2001 – 2004) experience higher incidence of unemployment (18.2%) than their established counterparts in the Peterborough community (PSPC and TCCBE, 2010). Moreover, newcomers experience a significantly lower median and average income (before taxes) than their more established counterparts (\$15, 507 and \$25, 443 respectively) (PSPC and TCCBE, 2010). Also Peterborough’s immigrant community has a significantly lower proportion of racialized (i.e. visible minority) immigrants than the rest of Ontario. According to “The Faces of our Future: Planning for a Diverse Community,” Peterborough City and County is home to 12, 450 immigrants and of this only 3, 210 or 25.1% are visible minorities (PSPC and TCCBE, 2010). This dynamic makes integration issues (e.g. racism, small cultural communities of support) more pronounced locally than elsewhere.

2

Diversity in Peterborough: An Overview

Some businesses are pushing to attract and retain newcomers since immigrants bring many skills, talents, knowledges, forms of creativity and innovations that contribute to new markets and provide a competitive advantage. There has been a long-standing approach to immigration in Canada where immigrants are viewed as beneficial for economic development and for filling labour shortages (Thurston, 2008).

Immigration is critical to Canada’s prosperity; however, newcomers provide several other social and cultural benefits to communities across Canada including:

- increasing cultural diversity and understanding
- increasing opportunities for educational institutions
- contributing to growth in services and community programs
- building stronger networks among community businesses, institutions and organizations
- increasing access to government programs for funding
- contributing to the development of greater collaborative capacity in the community to respond to emerging issues
- increasing the marketability of the community as a tourist destination, and a safe space for international students, visitors and newcomers
- making investments
- volunteering with community organizations

2.1

Newcomer Contributions to Social Service Agencies

While businesses are capitalizing on attracting and retaining new immigrants and communities are becoming increasingly knowledgeable about the benefits of newcomers, it is important for agencies and organizations to also recognize the advantages of immigration. Some of the benefits of attracting and retaining new immigrants for agencies and organizations are as follows:

- opportunities for productive engagements between individuals in the agency (co-worker relations and staff-client relations can be enriched)
- contributing to organizational goals by servicing all members of the community protecting against human rights violations
- increasing inclusion
- diversifying the organizational space
- promoting teamwork and creating opportunities to develop interpersonal skills
- contributing to a growth in services and community programs
- increasing access to government programs for funding

3

Retaining Newcomers

Strategies that focus solely on attracting immigrants are not sufficient because newcomers must also be retained. Looking at the retention of immigrants is something that directly affects how the nonprofit sector responds to and includes new Canadians in the delivery of services to the community. Immigrant retention requires a safe, healthy and welcoming community. Retention also largely depends on the availability of meaningful employment opportunities in the fields where immigrants have training and experience. This means that jobs must be available, and employers must be willing to hire immigrants. Retention also depends on access to institutions and the provisions of culturally competent services. This includes the availability of educational facilities, ESL classes and LINC programs. Education must be equitable and schools must be able to welcome and accommodate students with different cultural backgrounds, language abilities and learning styles (National Working Group on Small Centre Strategies, 2007). Other services that must be provided include local immigrant services, and accessible and affordable housing and healthcare

(Thurston, 2008). Finally, retention is impacted by factors such as intercultural awareness, ethno-cultural diversity, and the attitudes of the community towards immigration and immigrants (Thurston, 2008). Racial, cultural, linguistic and experiential differences between residents and newcomers could give rise to racism or other forms of discrimination. Racism and discrimination inhibit the successful integration and retention of new immigrants. As a CPRN study stated, “Recent data suggest that today’s immigrants are facing greater difficulty adjusting to life in Canada than their predecessors. They are experiencing higher than average levels of poverty and unemployment and face difficulty accessing affordable housing and skilled jobs. Racial discrimination and linguistic and professional barriers exacerbate the situation. “These are signs that we are not doing enough to ensure the inclusion of newcomers” (2003).

It is necessary to become familiar with legislation protecting against racism and discrimination. For instance, human rights legislation protects against racism and discrimination in every province and territory in Canada. Many people might assume that their community is free from discrimination, and that everyone is welcome and interactions are friendly. However, racism and other forms of discrimination continue to occur in subtle and systemic ways that often go unreported. It is imperative that a welcoming community goes beyond friendly attitudes and takes an active role in protecting the human rights of all newcomers in all aspects of community living including workplaces, businesses, schools, recreational spaces and neighborhoods. Acceptance and inclusion are key factors in determining whether or not newcomers will successfully integrate into the community.

3.1

Local Factors that Impact Retention Rates

Housing

Several newcomers, especially refugees, arrive in Peterborough facing financial constraints that impact their ability to locate appropriate and affordable housing. Barriers to accessing housing are largely tied to the negative attitudes and perceptions of landlords who privilege Western norms including small families, and who require the provision of local co-signers and credit checks for leases (City of Peterborough, 2003).

Employment

Employment is the “overriding factor in the decision of immigrants to stay in a smaller community” (Ma, 2009). Lack of Canadian work experience, difficulties faced in having foreign credentials, and the discriminatory attitudes of employers present challenging barriers to finding meaningful employment in the Peterborough community. This is related to the fact that while 22.8 % of Ontarians identify as visible (racialized) minorities, only 2.24% of Peterborough County residents identify this way since Peterborough has the largest proportion of people who identify as being of British ancestry in Canada (Ku, 2009). Therefore, the demographic make-up of Peterborough can pose a considerable barrier to racialized immigrants in finding employment in the community.

Language

Education, including ESL training was one of three most requested services by New Canadian Centre clients in 2009 (Taft & Turley, 2010).

Transportation

Clients at the New Canadians Centre and community members have emphasized the importance of transportation services to providing adequate immigration services. Transportation is a more significant issue for the New Canadians Centre of Peterborough than it is for similar agencies in other cities because the New Canadians Centre is the only local settlement service provider and services an exceptionally large area with few transportation options for those living outside of urban areas. This requires either providing service where immigrants are (through the SWIS program), or bringing immigrants to the New Canadians Centre through increased access to public transportation.

Social Inclusion

Alienation and exclusion due to cultural differences from the wider community is a barrier to successful integration of newcomers into the Peterborough community. This includes assumptions made about racialized immigrants from community members as well as a lack of understanding of Canadian customs and laws by newcomers. Several strategies have been identified to achieve the goal of social inclusion including: providing public education on the benefits of immigration; increasing immigrants in various aspects of the community; providing immigrants with opportunities to learn about Canadian cultural norms; and, overcoming “Us and Them” attitudes possessed by both newcomers and community members (Ku, 2009; Taft & Turley, 2010).

While the New Canadians Centre of Peterborough is working tirelessly to address these barriers to retention and integration through educational initiatives, programming and service provision it is the responsibility of all members of the Peterborough community to adequately address the issues that newcomers face. To find out more about the services that the New Canadians Centre offers, please visit their website at <http://www.nccpeterborough.ca/>.

4

Building a Welcoming Community

There is an ethical imperative for attracting, integrating and retaining immigrants. Simply put, welcoming new members into a community is the right thing to do. A welcoming community is one that has a strong desire and commitment to attracting, integrating and retaining newcomers and actively creates an environment in which newcomers will feel at home. A welcoming community also makes sure that newcomers are able to fully participate in all aspects of community life, which involves providing access to a range of services, programs and meaningful employment opportunities (National Working Group on Small Centre Strategies, 2007). In short, a welcoming community respects diversity, has a range of equitable education opportunities, has accessible public services, promotes access to health and wellness, includes newcomers in community events and activities, and respects cultural differences including faiths and spiritualities (National Working Group on Small Centre Strategies, 2007).

4.1

Welcoming and Inclusive Environment

According to Deborah Tunis (2010) from the Integration Branch of Citizenship and Immigration Canada, the components which may contribute to a welcoming and inclusive environment for successful newcomer settlement and integration include:

- Employment opportunities
- Accessible, appropriate and affordable housing
- Accessible and available public transit
- Cultural diversity
- Accessible and available public spaces and recreation facilities
- Accessible and suitable health care
- Diverse religious organizations
- Opportunities for social engagement and the formation of diverse networks
- Opportunities for political participation
- Safety and security
- Positive relationships between the community and police services
- An accepting environment (positive attitudes toward immigrants and diversity, including media representation)
- Appropriate immigrant-serving agencies
- Collaboration between actors supporting immigrant integration

4.2

Accessibility Checklist

Communities must also identify and address barriers to public services and facilities in order to be welcoming and to successfully retain newcomers. Below is a basic accessibility checklist for public services, provided by the National Working Group on Small Centre Strategies (2007):

- Mission statement that reflects agency's commitment to serve culturally diverse populations
- Policy and procedure manual that recognizes and makes reference to provision of services to culturally diverse populations
- Promotional and publicity materials that recognize and ensure services are provided to culturally diverse populations and are available in key languages other than English or French
- Staff members and volunteers who have received training in cultural competency
- Staff members and volunteers who speak different languages and/or have specific cross-cultural skills (for example, those familiar with customs in other countries) to assist newcomers when required
- Physical environment of the public service or facility that reflects an inclusive community with culturally representational artwork and pictures on the wall, a welcome sign in several languages, etc.
- Organization accommodates diverse clients in effort to ensure programs and services are available to all (for example, people who cannot eat certain foods in the seniors'

centre cafe due to religious beliefs are offered healthy, tasty and appropriate alternatives) or libraries that offer specialized services to immigrants

- Inviting regular feedback (questionnaire, survey) at least once a year from culturally diverse clients to ensure organization's services are accessible and to identify potential or emerging barriers

When identifying measures to create a welcoming community that successfully attracts and retains newcomers, always be sure to include newcomers in the conversation. Listen to what newcomers have to say, and respect their feedback and the solutions that they propose.

4.3

Advocating for a Welcoming Community from Within

There are many ways in which one can advocate for attraction and retention within the parameters of the workplace, e.g. ensuring diversity in hiring practices and within the workplace through the support of the human resources department. It is also important to recruit diverse clients and provide accessible services that will meet their unique needs.

Many agencies struggle to reach underserved communities. Here are some tips for reaching newcomer clients when they will not seek you out:

- Develop an understanding of the cultural reasons why people might not seek out help or services.
- Make sure that the New Canadians Centre is familiar with your agency and has materials (e.g. pamphlets) available.
- Build partnership and/or have a presence at Casa Maria
- Develop a holistic approach to clients – effective and accessible programs will look at the client in the context of their family and community, e.g. pay attention to newcomers in school and their family members. Family and professional collaboration are the keys to high quality, responsive programs.
- Invite input and participation from newcomers – Welcome contributions, feedback, participation in committees, input on programs and services, and incorporate values and beliefs into service delivery. Service providers and newcomers function better when they feel valued and respected.

If address these barriers well, then as a community we will become known as a welcoming place where people want to come because the services are culturally appropriate and accessible.

Works Cited

Berry Merriam, Dawn; Woolner, Barb; Steed, Robin; Kendall, Travis; Noble, Mathieu and Rebecca Haigh (2010) “The Faces of our Future: Planning for a Diverse Community.” Peterborough Social Planning Council and Trent Centre for Community-Based Education, Peterborough, Ontario.

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Tunis, Deborah - Integration Branch, of Citizenship and Immigration Canada (2010) Building Welcoming Communities: The Role of the Federal Government from the Metropolis “Welcoming Communities” Priority Seminar – 25 January 2010

6

Local Resources

New Canadians Centre

<http://www.nccpeterborough.ca/>

Peterborough Partnership Council on Immigrant Integration

<http://ppcii.ca/>

Workplace Integration Centre

www.workplaceintegration.ca

Community and Race Relations Committee of Peterborough

www.racerelationspeterborough.org

www.anti-racism.ca

7

Additional Resources

Alliance of Credential Evaluation Services of Canada (ACESC)

<http://www.canalliance.org/index.en.stm>

Alliance of Sector Councils – Resources on Hiring and Retaining Foreign Trained Professionals

<http://www.conferenceboard.ca/TASC/resources.aspx>

Annotated Bibliography

<http://atwork.settlement.org/inclusion/research/biblio.asp>

Toolkits

<http://atwork.settlement.org/inclusion/featured/home.asp>

<http://integration-net.ca/english/ini/wci-idca/tbo/index.htm>

<http://www.ohcc-ccso.ca/en/inclusive-community-organizations-a-tool-kit>

Canadian Heritage

<http://www.pch.gc.ca/march-21-mars/>

Canadian Human Rights Commission

<http://www.chrc-ccdp.ca/>

Centre for Race and Culture

http://www.cfrac.com/index.php?option=com_content&task=view&id=81&Itemid=267

http://www.cfrac.com/images/stories/pdf/Karibuni_English_web.pdf

Citizenship and Immigration Canada

<http://www.cic.gc.ca>

Foreign Credentials Referral Office (FCRO)

<http://www.credentials.gc.ca>

Integration Net – Toolkit on Healthy Communities

<http://integration-net.ca/english/offsite.cfm?urlE=http%3A%2F%2Fwww.ohcc-ccso.ca%2Fen%2Finclusive-community-organizations-a-tool-kit>

List of Immigrant Serving Agencies and Non-Profit Organizations

<http://www.councils.org/gateway/who-does-what/immigrant-serving-agencies-and-other-non-profit-organizations/>

Ontario Network for Internationally Trained Professionals (ONIP)

<http://www.onip.ca>

Projections of the Diversity of the Canadian Population: 2006 to 2031

http://www.statcan.gc.ca/cgi-bin/af-fdr.cgi?l=eng&loc=http://www.statcan.gc.ca/pub/91-551-x/91-551-x2010001_eng.pdf&t=Projections%20of%20the%20Diversity%20of%20the%20Canadian%20Population

Promoting Newcomer Integration and Social Inclusion

<http://atwork.settlement.org/inclusion/home.asp>

Frequently Used Terms

<http://atwork.settlement.org/inclusion/research/terms.asp>

Provincial and Territorial Human Rights Commission

<http://www.chrc-ccdp.ca/links/default-en.asp#provincial>

The Newcomers Guide to Housing

<http://www.cmhc.gc.ca/en/co/buho/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=93728>

The Role of Host Communities in Attracting, Integrating and Retaining Newcomers and Minorities

http://im.metropolis.net/research-policy/research_content/domaine4_en.html

<http://www.skillsforchange.org/>

<http://www.goingtocanada.gc.ca/>

Cook Ross (2004). The Diversity Toolkit. Available at: <http://www.cookross.com/products/toolkit.asp>

Immigrant-Friendly Workplace Policies

1. INTRODUCTION

1

Introduction

New Canadians continue to face systemic barriers in Canadian workplaces. Some of the most common challenges include: a lack of Canadian work experience; the inability most workplaces to recognize foreign credentials, qualifications and work experiences; language barriers; differences in workplace cultures; lack of workplace diversity programs and trainings; and discrimination in the workplace.

One of the consequences of such barriers are employment income disparities for immigrants. The following chart demonstrates this outcome.

IMMIGRANT EARNINGS AS % OF CANADIAN BORN (1980-2000)

YEARS IN CANADA	MALES			FEMALES		
	1980	1990	2000	1980	1990	2000
1 year	71.6%	63.4%	63.1%	64.7%	70%	60.5%
2 years	86.9%	73.3%	71.4%	79.3%	79.8%	68.4%
3 years	93.45%	77%	75.5%	84.45%	84.4%	71.7%
4 years	88.8%	77.1%	77.3%	87.8%	82%	74.3%
5 years	92.7%	78.55%	77.1%	91.7%	83.8%	77.4%
6 years	93.5%	81.55%	76.5%	94.9%	83.3%	77.8%
7 years	95.1%	84.5%	76.6%	94.9%	83.3%	76.8%
8 years	89.9%	97.5%	75.2%	96.3%	94.6%	80.2%
9 years	97.3%	97.2%	78.3%	103.1%	93.7%	82.2%
10 years	100.4%	90.1%	79.8%	103.1%	93.3%	87.3%

In order to break down barriers, changes to our institutions must be made that that facilitate racial justice and inclusion in every aspect of decision making. Therefore, it is important to include new immigrants in developing immigrant-friendly workplace policies.

Immigrant-friendly workplaces can reach out to new Canadians by expanding recruitment methods through culturally sensitive screening practices, recognizing foreign qualifications, supplying immigrant job seekers with information and training through community organizations, and providing help with workplace socialization through bridging and mentoring programs.

Tips on welcoming New Canadians to the workplace:

- provide information and training
- provide professional language and communication skills training programs
- provide a helpful induction program into your organization or establishment
- provide a buddy or mentor who has been briefed to answer all the little questions about work or Canada
- allow newcomers time to organize housing and other settlement needs
- arrange English language support for the employee or their family
- Support and encourage the achievement of their professional goals and objectives
- Create a welcoming environment by promoting cultural awareness and providing diversity and related trainings to all employees and staff
- tell newcomers about the New Canadians Centre of Peterborough

2. IMMIGRANT-FRIENDLY POLICY APPROACHES

2.1

Anti-Racism Policies

Anti-racism policies pro-actively address the causes and the symptoms of systemic racism in the workplace, and articulate an organization's commitment to principles of anti-racism. Some of the fundamental tenants of anti-racism policy are that racism is learned and can be unlearned, racism is systemic and it is everyone's responsibility to challenge racism. In antiracism policies, racism is acknowledged as having a structural function, as opposed to harassment and discrimination policies which tend to acknowledge racism only as incident-based. Moreover, harassment and discrimination policies responsabilize the victim to identify the incident as racist and to challenge it. Antiracism policies can help to deal with such incidents, but a go a step further by addressing the structure of the organization. Anti-racism policies recognize that racism is comprised of three different components, namely antiracism training (level of individuals), antiracism organizational change (structural level) and antiracism focus (level of ideas). The components are interrelated and serve to reinforce one another. All three of these components are required to make effective organizations change.

Antiracism policy can put the onus on the organization to address racism, but it cannot make individuals commit to antiracism. Rather, the initiative must already be supported within the organization. Antiracism policy can act as an educational tool. However, it will not ensure that people of colour and Indigenous peoples join the organization. People will be provided with the guidelines and procedures required for addressing racism in the organi-

zation through the development of antiracism policy. Finally, antiracism policy can help an organization to recognize and address racism in the broader community.

Before attempting to develop an antiracism policy, it is important to garner support and commitment from members of the organization or agency. Therefore, antiracism training and antiracism policy need to go hand in hand so that systemic racism is addressed both individually and collectively.

In order to develop antiracist structural changes in the organization, a process must be identified. This process can be quite straightforward, beginning with identifying key issues in the organization (e.g. locating the barriers that people face in accessing services at the organization) and defining terms of reference to be compiled in a glossary that will serve to educate people around key terms relating to racism. Afterwards, an action plan can be developed that incorporated an ongoing review process. Finally, an anti-racism statement can be written and integrated in the mandate or mission statement of the organization. For more information on the process of anti-racist structural change, please refer to “The Process of Anti-Racist Structural Change” in the appendix.

In order to develop an antiracism focus in the organization, it is useful to include an antiracism statement in the mandate or mission statement. This will publicize your commitment to antiracism and will help to focus the direction of the work that the organization engages in. It is also important to build partnerships and networks with other organizations that address racism. Such partnerships can also aid in accessing communities that may not be participating in your organization.

An example of an anti-racism policy statement is the CUPE Policy Statement on Workplace Racism.

2.2

Challenging racism in the workplace CUPE Policy Statement on workplace racism

To fight racism in our workplaces, we need to understand and fight systemic racism. Systemic racism is not a remote, or abstract concept. Its impact is real and devastating on workers of colour and Aboriginal workers – more so now than ever as downsizing, restructuring and privatization sweep across CUPE workplaces. If we take a look at our workplaces, we can see that in spite of the inroads we’ve made on equity issues, we still don’t have equality. Instead, in our workplaces and elsewhere, systemic racism continues.

- The fact is, CUPE members of colour and Aboriginal members tend to be concentrated in lower paying occupations with poorer working conditions, whereas white workers tend to be in workplaces with higher paying jobs and better working conditions. If we had true equality, our workplaces would not be segregated.

- Workers of colour and Aboriginal workers are not well represented overall in unionized workplaces, which have higher wages and benefits. In some cases, they are shut out by discriminatory hiring practices.
- In Canada and in the industrialized countries of the world, workers of colour and Aboriginal workers are concentrated in non-union, low-wage jobs with poor or no benefits or job security, or in sectors which are extremely precarious economically.
- The public sector has been the major source of decent jobs for all workers. As public sector jobs disappear through privatization and restructuring, it's last hired, first fired.
- Workers of colour and Aboriginal workers are particularly vulnerable because they are among the most recent entrants into CUPE workplaces. They are also among the groups who depend the most on the public services that are being cut back.
- The populations of cities, especially those of large cities, are changing and becoming much more diverse. The face of the workforce, however, is not keeping pace with these changes.

Taking on racism

We can't afford to be sidetracked by debates about whether people or institutions intend to be racist or not. We need to deal with what's really happening to CUPE members of colour and Aboriginal members in the workplace. This means taking an activist approach to ending racism in our workplaces now. We need to go beyond employment equity committees and plans, and filing grievances. We need to organize and mobilize all of our members to act to force employers to make our workplaces fair.

To challenge racism in the workplace our union must:

Identify and support locals who are on the front line fighting racism

Let's identify strategic targets in every province – that is, locals that are willing to take on the issue of workplace racism – and give them the support they need to make real breakthroughs. These local campaigns will also serve as examples of what we should be doing on a broader scale. For instance, if a particular community has a large Aboriginal population, but a mostly non-Aboriginal CUPE workforce, we should be on the front line taking on the issue. The union can help locals develop concrete strategies to counter employer resistance, gain membership support, and build community support to ensure the workforce reflects the diversity of the community it serves.

Get the hard data on who works in CUPE workplaces

Very few statistics or hard information exists about what's actually taking place in CUPE workplaces and jobs with respect to workers of colour and Aboriginal workers – how many there are, what job classifications they're in, their wages, how many have been downsized or privatized out of jobs or now work in part-time, temporary or casual jobs. We need to do our research and use it to press home our case for making our workplaces more representative.

Reach out to all our members and to all our communities

Our anti-racism fight can only be effective if we reach out to members of colour and Aboriginal members to find out what they are experiencing in the workplace. We must include them in developing anti-racism strategies for the union. We must also go beyond our workplaces and work with community organizations representing people of colour and Aboriginal peo-

ple particularly when workers from these groups are not represented in the workplace.

Take on systemic racism through legal and legislative action

We must use the legal mechanisms already available to us to challenge racism in the workplace. A recent example is the B.C. Health Services Division of CUPE's complaint to the B.C. Human Rights Commission. The complaint is part of the union's strategy to end employment discrimination against some workers of Asian origin at a long-term care facility in Victoria – workers who are paid less than counterparts in the same job classifications doing the same work.

We must also continue to work with the rest of the labour movement and community groups to build legislative support for employment equity laws and to strengthen human rights laws.

Make organizing workers of colour and Aboriginal workers a priority

As part of our continued campaign to organize unorganized workers, CUPE must make it a priority to reach out to workers of colour and Aboriginal workers in our traditional sectors. Involving the Rainbow Committee and provincial committees against racism and discrimination, we should address the organizing requirements and integrate an anti-racism component into our organizing plans to reach out to these groups of workers. This includes training and using rank-and-file members of colour and Aboriginal members in organizing drives as member organizers.

Develop anti-racism education for members, leaders and staff

We must continue to develop courses to help all members understand the systemic and class based nature of racism. In particular, the union should focus on countering the myths that sustain racism and divert attention away from the real cause of the problems we are facing (for example, that immigration is a threat to our members' job security and the cause of the economic problems we now face). We must show our members that at the root of racism is an unfettered, globalized, free market system that profits by exploiting all workers – and super-exploiting some.

We must continue to integrate an anti-racism component into all of our campaigns and our education programs – into our training programs for shop stewards, and all our leadership development courses, for example. We must take every opportunity to build solidarity and sensitize members about the nature, prevalence and destructive effects of racism in the workplace.

The union must also develop anti-racism training and materials for leadership and staff. This anti-racism training should include how to respond quickly and effectively to complaints about workplace racism. It should emphasize handling problems using an activist approach, rather than a strictly legal approach. We want employers to feel immediate pressure to remedy situations of racism, instead of doing nothing until complaints run their course through a grievance or complaint procedure.

Put anti-racism on the bargaining agenda

We need to encourage locals to go beyond negotiating commitments to formal (and often

complicated) employment equity plans as a way of breaking down the barriers for workers of colour and Aboriginal workers. Locals must negotiate clear and specific collective agreement language to ensure a more representative workforce. Such measures could include training clauses to provide real opportunities for promotions and transfers and eliminate job ghettos, more equitable hiring and promotion clauses, and faster, more effective systems for dealing with racism complaints.

Many of our existing collective agreements contain clauses we can use to fight racism – and we should be using them! For example, our anti-discrimination clauses could be used as one way of fighting back against layoffs or contracting out when they have a particularly negative impact on workers of colour and Aboriginal workers.

Make our union more representative and supportive

Making our union more representative of our entire membership is about making our whole union stronger. At this convention, we will be debating the creation of two diversity seats on the National Executive Board. Already, seats have been created on the Ontario, Alberta and B.C. division executive boards.

Representation on decision-making bodies is critical to our ability to provide a collective voice for all CUPE members, build strong solidarity and deal with the systemic racism in our own structures. But our efforts at better representation should not be limited to leadership bodies.

CUPE must provide the tools to empower all members of colour and Aboriginal members to participate in their union and fight racism. This will involve:

- Strengthening the work of the Rainbow Committee by developing a strong and active network of anti-racism activists all across the country.
- Providing special training and leadership programs for our anti-racism activists.
- Putting in place an effective communications system amongst members of colour and Aboriginal members to help overcome the isolation many experience.

Our members need to know that they can turn to their union as the front line of defence against discrimination in the workplace. CUPE's anti-racism office must become known as a centre for specialized assistance for members who experience racism.

Build links with other groups fighting for equality

In the interest of strengthening solidarity, CUPE's anti-racism activists must continue to forge links with other groups that experience discrimination, such as women, lesbians and gay men, people with disabilities and youth. The upcoming international Women's March 2000, for example, will be an excellent opportunity to build solidarity with women and to highlight the double oppression faced by women of colour and Aboriginal women.

Fight racism as a worldwide problem

We must continue to build and maintain solidarity with workers in developing countries

to fight the corporations and international financial institutions that exploit workers. In particular, we must fight the federal government's current plan to give the World Trade Organization the power to dictate Canada's social and economic policies, undermine our public services, and increase the exploitation of workers around the world. In providing education and tools to our members about the dangers in this latest round of trade talks, we must expose the racist policies of the WTO, the World Bank and the International Monetary Fund, and their role in perpetuating racist employment practices on a global scale.

All workers will win

CUPE has always been proud of its solidarity – and rightly so. We are the largest, and one of the most diverse unions in Canada. We know from experience that the right wing spares no effort in trying to divide us, trying to pit different groups of workers against each other.

But our union will not stand by and let that happen. We are a union of many faces – but one strong union. Our entire union will fight racism in the workplace, and ALL workers will win.

2.3

Diversity Policies

While antiracism policies are about fundamental structural shifts that apply to all levels of the organization and the ways in which it operates, diversity policies tend to focus on the level of the board or decision-making body of the organization. Essentially, it is one component of an overall anti-racist approach to policy and organizational development.

Here is an example from the Maytree Foundation publication of what your Board Diversity Policy should contain.

2.4

Articulate Board Diversity Policy

Diversity in Governance: A Toolkit for Inclusion for Nonprofit Boards
The Maytree Foundation

Diversity Policies should contain:

- A values statement about the organization's commitment to issues of diversity and equity
- A brief statement of the added value that implementing this policy will bring to the work of the organization, for example, better reflecting the demographics of the community it serves; design programs and services that better serve the needs of diverse groups

- A set of milestones that the board would like to achieve and
- An accountability framework for achieving these

A diversity policy needs a concrete statement of objectives, a resource allocation to ensure implementation, and an implementation strategy that outlines, in priority, the steps to be taken to reach the goal. Steps to develop the implementation strategy can include:

- A review of the existing membership strategy for board recruitment to identify systemic barriers to gender equity and participation of ethno-racial communities
- Identifying previously disadvantaged groups and inviting individuals from those groups to discuss new criteria for gender equity and participation of ethno-racial communities in the governance structures

Accountability is about determining who holds responsibility for board structure and what system will be established to monitor and evaluate the policy. Ideas for accountability include:

- Membership committee of the board leads and monitors the policy
- Require all board members to ensure that other board and board committee members are treated with respect
- Develop an annual action plan to guide implementation of the policy and sets out objectives, actions required, accountability, responsibility, timelines and evaluation of activities
- Periodically assess the policy to ensure it is up-to-date.

An example of an organization that included these steps is the Canadian Council for International Cooperation (CCIC).

2.5

Canadian Council for International Cooperation (CCIC) – Board Diversity Policy Adopted by CCIC Board of Directors, March 12-13, 1999.

Value Statement

CCIC is a coalition of Canadian voluntary organizations committed to achieving global development in a peaceful and healthy environment with social justice, human dignity and participation for all. CCIC and all of its member organizations are committed to development principles which ensure diversity and equity through CCIC's Code of Ethics and diversity policies.

As an NGO working in the international co-operation sector, CCIC is particularly aware of issues such as inequity and discrimination. Inequity is demonstrated not only in differences in the distribution of wealth and in indicators of social well being but also in access to power and decision-making. Power and control of decisionmaking have been located within the dominant culture, which in Canadian society are able-bodied white males. In addition, it is clear that the upper and middle-class have more access to opportunities than the poor. Within CCIC, minorities have been underrepresented in CCIC structures and face historical barriers to inclusion.

Goal

CCIC is committed to working towards more diversity within its governance structures. CCIC aims to maintain gender balance on the Board and to promote the participation of minorities who are underrepresented on the Board. In this way, the Board will be more reflective of the membership and Canadian society. CCIC will work towards the removal or reduction of systemic barriers that have prevented the participation of minorities.

As CCIC strives for excellence as an organization, it will promote diversity to fully utilize differences in backgrounds and perspectives in its governance structures. Minorities are defined as identifiable groups not represented by the dominant culture.

Objectives

Bring a wider range of backgrounds, perspectives and information to the Board table by:

1. Expanding linkages and domestic partners within the specific mission of CCIC
2. Expanding opportunities for visible minorities
3. Increasing diversity of CCIC's membership that will result in increased diversity on the Board
4. Increasing opportunities for youth, multicultural, First Nations, persons with disabilities and other visible minorities to be represented on the Board
5. Removing barriers to participation and finding ways to encourage participation.

Strategy

- Promote equity and diversity within CCIC member organizations
- Review existing strategies for Board recruitment to identify systemic barriers to participation of minorities
- Identify priorities in underrepresented groups
- Invite youth, multicultural, First Nations, persons with disabilities and other minorities to help the organization design and recommend new criteria to bring about participation of these groups in governance structures
- Actively promote membership in CCIC to organizations who represent these groups
- Revise election process as necessary (nomination, recruitment)
- Learn from the experience and incorporate lessons learned into other activities/areas of the organization

2.6

Another example of an inclusive policy is Pillar Nonprofit Network's Inclusion and Diversity Policy.

Policy Area: Human Resources

Subject: Inclusion & Diversity

Date Approved: October 8, 2004

Date Revised: May 10, 2007

Preamble:

Pillar Nonprofit Network is committed to the inclusion of all people. We celebrate the diversity of the world and are committed to including all manners of race, colour, national origin, ancestry, gender, sexual orientation, religion, age, or people of disability.

Definitions:

Inclusion: The extent to which all members of the organization and community are included in important decision-making processes and social interactions.

Diversity: The combination of ways within each of us in terms of ethnicity or national origin, gender, abilities, age, physical characteristics, values, culture, sexual orientation and socio-economic status.

Racism: Those aspects of society (attitudes, social structures and actions) that overtly and covertly attribute value and normality to historically dominant groups and that devalue, stereotype, and label racialized communities as “other,” different, less than, or render them invisible.

Policy:

1. It is Pillar Nonprofit Network’s intent to provide a work environment free from all verbal, physical and visual forms of harassment.
2. All employees are expected to be sensitive to and respectful of their co-workers and others with whom they come into contact while representing Pillar Nonprofit Network.
3. Pillar Nonprofit Network prohibits all forms of harassment, whether due to race, colour, national origin, ancestry, gender, sexual orientation, religion, age, disability, political ideology, or any other reason.
4. Pillar Nonprofit Network values the diversity and uniqueness of its employees and is sensitive to individuals who practice other faiths or beliefs. We recognize that the holidays in accordance with the Employment Standards Act are more consistent with Christian beliefs. Therefore, an employee may request time off, with pay, where possible, to celebrate holidays associated with their personal faith and beliefs.
5. Reasonable exception to the dress code will be made as appropriate to accommodate medical conditions, disabilities, religious and cultural traditions.
6. Whenever possible Pillar Nonprofit Network shall endeavor to include all people with disability. Due to certain space constraints within the Pillar Nonprofit Network office we may need to make use of the London Public Library space for accommodation purposes.
7. We recognize institutional and systemic barriers, racism and interlocking systems of social oppression. Pillar Nonprofit Network will work to increase equity by addressing these issues.
8. Pillar Nonprofit Network will ensure its programs, policies and principles reflect and support the rich diversity of the community we serve.
9. Valuing diversity is recognizing and respecting human differences and similarities.
10. Pillar Nonprofit Network is committed to being a leader in supporting and valuing the diversity of the people, organizations and communities we service.
11. Pillar Nonprofit Network is committed to employment diversity with respect to all aspects of employment. All decisions regarding recruitment, hiring, promotion, compensation, employee development decisions such as training, and all other terms and conditions of employment, will be made without regard to race, religious beliefs, colour, gender, physical disability, developmental delay, age, ancestry, place of origin, sexual orientation, marital status, source of income or family status.
12. Everyone at Pillar Nonprofit Network has a role to play in supporting our commitment to diversity and an equitable workplace.

Local Examples

A local example of an inclusive guiding principle is the YWCA Peterborough's guiding principle statement.

The YWCA believes that everyone has the right to live and work in an environment free of demeaning comments and actions based on ableism, ageism, heterosexism, racism or sexism. We believe that the abuse of power is at the root of all oppression and that oppression is an attack on our individual and collective humanity. The YWCA is committed to an active anti-oppression process of identifying and eliminating oppression by changing systems, organizational structures, policies, practices, attitudes, individual behaviours and encouraging equitable use of power. Anti-racism is an essential focus of anti-oppression work.

A local example of an equitable workforce statement is Sir Sandford Fleming College's Diverse Workforce Statement.

Fleming is committed to supporting a diverse and inclusive college community. We welcome applications from any qualified persons who wish to contribute to excellence in student learning, including Aboriginal persons, immigrants, members of sexual minority groups, persons with disabilities, racial/visible minorities and women. Fleming's Diversity Office supports diversity training for employees and collaborates closely with Aboriginal Services and community partners to ensure a positive learning and working environment for students and staff.

3. PLANNING FOR IMPLEMENTATION

Planning For Implementation

Community service organizations can challenge the institutional barriers that immigrants face. The organizational leaders who could take on the task of implementing immigrant-friendly workplace policies include Executive Directors, Program Managers, Boards of Directors and others who are responsible for reviewing and updating policies. The guidelines, principles of engagement, mandates and mission statements of community service organizations articulate their vision. Policies exist to inform people on how to enact the mandate or mission. Procedures flow from policies and provide people with instructions about what to. Developing and reviewing policies helps community service organizations to actualize their mandate and mission, and can help groups in meeting their commitment to addressing the barriers that newcomers face.

To support implementing immigrant-friendly workplace policies, board members and Executive Directors must make policy review a priority, and allocate funds and staff time to develop practices and procedures that ensure that knowledge about newcomer integration are foundational in the work of the community service organization.

3.1

Six main steps to implementing immigrant-friendly workplace policies:

- 1. Set a schedule for reviewing policies
- 2. Create a work plan
- 3. Set up a Policy Review Committee
- 4. Review the organization’s policies
- 5. Make recommendations
- 6. Identify a champion

1. Set a schedule for reviewing policies

All community service organizations should regularly include policy review in its work plan, where policies are examined every two or three years. The schedule should include all policies and must articulate when each policy will be reviewed. Build your schedule based on the size of your organization and the number of policies that need to be reviewed.

Developing a plan for policy review can involve a simple and straightforward template. A sample schedule, developed by Springtime Resources (2008), is provided below.

Date	Area	Policies for Review
Year 1	71.6%	63.4%
Year 2	86.9%	73.3%
Year 3	93.45%	77%

2. Create a work plan

Once the policy review schedule is developed, a work plan for the policy review process needs to be created. A sample of a basic work plan, from Springtide Resources (2008), is provided below.

What Needs To Happen	Who is Responsible	Tasks	Timeline
Develop a budget	Executive Director	Forecast expenses, etc.	February 1
Recruit Committee Members	Board of Directors - Personnel Committee	Write a letter to invite community members, recruit service users and staff	Letter - Feb. 1 Post - 2 weeks Interviews - 2 weeks
Committee Logistics	Staff liaison, committee members	Set location of meetings and schedules Choose a chair for the committee Ensure committee has the resources to begin	First meeting - March 14
Recommendations Report	Chair of the committee and staff liaison	Write report and submit to the Executive Director	May 14
Follow up on Recommendations	Executive Director, Managers, Board	Provide a report back to committee members and stakeholders that outlines the timelines for changes, etc.	June 25

3. Set up a policy review committee

Firstly, the size of the policy review committee needs to be considered based on representation, budget and set timelines. Committee members will have access to confidential materials, so they must all agree to confidentiality and sign a letter of agreement. It is important to invite members from the organization to join the committee, as well as community members if your organization needs to recruit externally to ensure a diversity of perspectives. It is important to include representation from people who do not traditionally have decision making power in society, as well as representation from those people who will be impacted by the policy. The organization has a responsibility to ensure that all members are supported in their participation which may include providing funding, allocating staff time and resources, and alleviating barriers around issues such as transportation and child care. Once the policy review process is complete, ask committee members to provide feedback on their experiences so that additional barriers can be alleviated the next time around.

4. Review the organizations policies

Once the schedule, work plan and committee are developed, it is time to begin reviewing policies. Some key questions to keep in mind when reviewing policies include:

How accessible is the policy?

How are people affected by the policy?

What changes can be made to make the policy more inclusive?

5. Make recommendations

Make comprehensive and exhaustive recommendations to management and decision-making bodies regarding the proposed policy changes and improvements.

6. Identify a champion

Select persons who will be regarded as “champions,” who will promote and advocate for implementing immigrant-friendly policies, and who will chair committees and working groups.

When reviewing policies, there are many issues that must be considered and discussed. Tina Lopes and Barb Thomas provide an excellent overview of points to consider during policy revision.

3.2

An Equity Lens for Reviewing Policies, Programs, and Materials

From *Dancing on Live Embers: Challenging Racism in Organizations*, pg. 243

Tina Lopes & Barb Thomas

1. Does the document name anticipate existing inequities?

For example, does it recognize that statutory holidays are Christian based and ensure that people with other observances have similar entitlements?

2. What assumptions are being made about who and what matters?

For example, does the complaint procedure recognize the risks facing the complainant and the benefits to the organization of the information the complainant is bringing forward?

3. Does the policy/document anticipate and address the differential impact of a practice on different groups of people? For example, if “casual workers” are mostly women, racialized and Aboriginal workers, policies that exclude casual workers from entitlements will have a differential impact on these workers. A policy that anticipates differential impact would include casual workers.

4. Does the policy/document anticipate and address differential power/influence within the organization? For example, a supervision policy would appraise the manager’s ability to provide diverse employees with ongoing support and necessary resources to do their respective jobs, as well as the manager’s responsibility to monitor an individual’s performance.

5. Does the policy or document aim explicitly to increase equity?

For example, hiring policies and practices would acknowledge that the organization needs to draw on the widest breadth of knowledge/expertise. This would be reflected in bona fide job requirements that build in equity competencies and job descriptions that utilize and assess for those.

6. Does it acknowledge the benefits of equity to the organization?

For example, it's not just a legal obligation to have a non-discrimination/accommodation policy. The policy/ document recognizes that an equitable workplace and a diverse workforce are prerequisites for effective, relevant service delivery. The organization further benefits from the resulting recognition by funders and communities.

Before implementing immigrant-friendly workplace policies, it is also important to develop tools for assessing the impacts of policy changes. Assessments need to be ongoing and integrated into the overall approach to developing immigrant-friendly workplace policies in order to ensure advancement and meaningful change within the workplace.

A common approach to measuring the effectiveness of anti-racist or immigrant-friendly workplace policies are Racial Equity Impact assessments. A Racial Equity Impact Assessment (REIA) is a systematic examination of how proposed policy action or decision will likely affect different racial, ethnic and Aboriginal groups. REIAs are used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions. The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.

3.3

Racial Equity Impact assessments - (Applied Research Centre - ARC, Oakland, USA)

- Identify key stakeholders
- Engage stakeholders
- Identify and document racial inequities
- Examine the causes
- Clarify purpose of policy proposal
- Consider the adverse effects
- Consider equitable impacts
- Examine and present alternatives
- Ensure viability and sustainability
- Identify success indicators and monitor progress

The best indicator of the effectiveness of immigrant-friendly policies is the reduction of inequality and discrimination in the workplace, including an increase in acceptable behaviors towards newcomers or individuals who hold different opinions. Measurements need to have

the following features: 1) recognizable and unambiguous; 2) achievable; 3) describable; 4) agreed upon; and 5) relevant to the times and setting. These measurements are to be approached as a whole, and not singularly.

Both quantitative and qualitative methods in measuring indicators of the effectiveness of immigrant-friendly policies should be used. Quantitative measures often include tool such as checklists. Qualitative measures include approaches such as consultations, focus groups and surveys or tables with open-ended question formats.

3.4 Quantitative Tools

The following is a quantitative tool for assessing culturally competent policies developed by the Vancouver Ethnocultural Advisory Committee of the Ministry for Children and Families

Program Policies and Procedures

Department/Program Name: _____

CRITERIA STATEMENT	RATING	COMMENT
<ul style="list-style-type: none"> • Policies and procedures are developed through consultation with and input from staff, board, and others who reflect the cultural makeup of the target client population. • Inquire as to how policies and procedures are developed. • Interview people from several groups (staff, board, etc.) to get corroborating information. • If available, review agendas and minutes from meetings. 	1 2 3 4 5	
<ul style="list-style-type: none"> • Policies promote a range of culturally appropriate service delivery models. • Review policies for reference to culturally sensitive delivery methods such as outreach programs and the use of other • languages. 	1 2 3 4 5	

<ul style="list-style-type: none"> • The organization has policies that incorporate goals of eliminating barriers of accessibility to services and which have been implemented. • Review policies that address language, mobility, hours of operation and other areas that could be potential barriers to services. 	1 2 3 4 5	
<ul style="list-style-type: none"> • The organization has policies on multiculturalism, racism, harassment and discrimination that extend to clients and which have been implemented. • Review policies to determine what has been developed. • Discuss with staff if policies have been implemented. 	1 2 3 4 5	
<ul style="list-style-type: none"> • Policies that should be shared with clients are available in different languages. (Alternatively, the organization could have a translator, interpreter or multi-lingual staff to assist non-English speaking clients.) • Determine how information such as a complaints policy or program eligibility is shared with non-English speaking clients. • Look for pamphlets in different languages or multi-lingual staff. 	1 2 3 4 5	
<ul style="list-style-type: none"> • Policies are translated into procedures, which are reviewed for consistency with policy. • Compare policies and procedures for consistency. 	1 2 3 4 5	

<ul style="list-style-type: none"> • Policies and procedures are communicated to staff and/or discussed in training sessions. • Discuss communication process with staff and management. • Review training modules/manuals. 	1	2	3	4	5	
<ul style="list-style-type: none"> • Staff are aware of and understand policies and procedures. (Or know where to find them.) • Discuss with staff if they are aware of and clear on policies and procedures or if there are any ambiguities. 	1	2	3	4	5	

3.5

Qualitative Tools

The following chart is an example of a qualitative assessment tool. This table has been adapted from Grace Edward-Galabuzi's presentation on Making Racial Justice Real (2010).

Dimensions	Focus	Questions
Ideological	Historical disadvantages, Values, Attitudes, Climate	How has the workplace historically regarded racialized newcomers?
Structural	Entitlements/rights, recourse and remedies	Are there effective legal measures for dealing with systemic racism in the workplace? What are they? Do all employees know about them?
Participatory	Programs, services	To what extent do newcomer communities exercise control over the policies and programs that affect them?
Developmental	Opportunities and resources	To what extent is the potential of the group being realized?

Assessing Organizational Culture

Tools can also be developed which assess the organizational culture, such as the following model prepared by Hieu Van Ngo of the Cultural Diversity Institute, Calgary, Alberta.

Procedure

All board members, staff and volunteers will complete this questionnaire by indicating YES, NO, or In PROGRESS. For each of the following statements, choose the answer that best describes your agency at the current time. In the space provided, write down positive progress as well as additional steps your agency might take to move towards cultural competency.

1. The agency acknowledges and respects the right of an individual to his or her cultural customs, beliefs and practices.
2. The agency affirms that an individual's culture is an integral part of the physical, emotional, intellectual, spiritual and overall well being of that individual.
3. The agency is responsive to issues of cultural diversity, and designs programs and services that reflect its client populations.
4. The agency considers cultural factors such as language, race, ethnicity, customs, family structure and community dynamics in developing its management and service delivery strategies.
5. The agency respects the diversity and rights of the individuals it serves.
6. The agency respects the diversity and rights of those providing their services.
7. The agency incorporates the principles of equality, freedom from discrimination, and access to participation outlined in the Canadian Charter of Human Rights and Freedoms, Canadian Multiculturalism Act and Alberta Human Rights, Citizenship and Multiculturalism Act into its management and service delivery strategies.

Additional Comments:

A number of additional assessment tools are listed in the appendices, including individual assessment tools that can be used to measure the impact of policies by surveying employees before and after they have completed cross-cultural communication and diversity training. This is important since the best indicator of the effectiveness of immigrant-friendly policies is the reduction of inequality and discrimination in the workplace, including an increase in acceptable behaviors towards newcomers or individuals who hold different opinions.

4. IMMIGRANT-FRIENDLY WORKPLACE POLICIES

The section will provide an outline of mandatory human resources policies and procedures, including suggested tips for making each of these policies and procedures immigrant-friendly.

4.1

Mandatory Human Resources Policies and Procedures:

- Employee Information and Privacy
- Education and Performance Appraisals
- Health and Safety/Workplace Violence
- Holidays
- Hours of Work
- Leaves – including sick leave, leave of absence, bereavement and compassionate leave
- Overtime Compensation
- Recruitment and Selection
- Termination
- Vacation

4.2

Employee Information and Privacy

From: Office of the Privacy Commission of Canada
http://www.priv.gc.ca/fs-fi/02_05_d_17_e.cfm

An employer's need for information should be balanced with an employee's right to privacy. For almost all personal information — including pay and benefit records, formal and informal personnel files, video or audio tapes, and records of web-browsing, electronic mail, and keystrokes — the following basic rules help to establish and maintain that balance:

- The employer should say what personal information it collects from employees, why it collects it, and what it does with it.
- Collection, use, or disclosure of personal information should normally be done only with an employee's knowledge and consent.
- The employer should only collect personal information that's necessary for its stated purpose, and collect it by fair and lawful means.
- The employer should normally use or disclose personal information only for the purposes that it collected it for, and keep it only as long as it's needed for those purposes, unless it has the employee's consent to do something else with it, or is legally required to use or disclose it for other purposes.
- Employees' personal information needs to be accurate, complete, and up-to-date.
- Employees should be able to access their personal information, and be able to challenge the accuracy and completeness of it.
- At a minimum, employers should tell their employees what personal information will be collected, used, and disclosed. They should inform employees of their policies on

Web, e-mail, and telephone use, for example. If employees are subject to random or continuous surveillance, they need to be told so. Employers should also ensure that information they collect for one purpose isn't used for an unrelated purpose without the employee's consent. Even if they're not required to do so by law, employers should give employees access to the personal information held about them, so that they can verify, and if necessary challenge, its accuracy and completeness.

Immigrant-friendly Tips

- Do not ask for information regarding an employee's citizenship status unless it is a bona fide occupational requirement
- Do not ask invasive questions about cultural background, place of origin etc., unless it is a bona fide occupational requirement
- Do not ask for information regarding "Canadian experience" unless it is a bona fide occupational requirement

4.3

Evaluation and Performance Appraisals

From HR Council for the nonprofit Sector
http://hrcouncil.ca/hr-toolkit/policies-sample-policies.cfm#_secA43

Employee performance management is an integral part of overall organization management. It should relate employee work performance and achievements to the operational and strategic performance of the organization. While historically the focus of performance management was on past performance, often used for the sole purpose of compensation decisions, today best practice performance management focuses on on-going employee performance improvement and professional development.

Elements of employee performance management

There are a number of elements of performance management that organizations should focus on when establishing an employee performance management policy and process. These elements include:

Alignment of employee performance objectives to organizational goals

- While job descriptions establish the activities that need to get done in order to deliver the services of the organization, performance objectives define the qualitative and quantitative standards for each of the key activities. Employees at all levels in the organization should be able to clearly understand how their job activities and the level of their performance directly contribute to the success of the organization

Supervisor - employee collaboration

- Employee performance management provides an opportunity to build trust and foster constructive and productive working relationships, particularly between employees and their supervisors. A performance management process that encourages collaboration in setting performance objectives and evaluation results is more effective in motivating employees than a top-down process.

Cycles of performance management

- Most organizations establish an annual performance management cycle, however, it may be more appropriate for the organization as a whole, or specific functions within the organization to have shorter (perhaps project based) performance management cycles. Regardless of the length of the performance management cycle, it should encompass the following steps:
- Performance planning - Typically a collaborative process between supervisors and employees, reviewing the job activities and establishing performance standards and expected results; the performance plan should be documented, including any training or development plans required by the employee to meet job performance objectives.
- Performance feedback - Informal feedback should be on-going; there should be periodic formal feedback prior to the final performance appraisal (particularly in long performance cycles, such as annual).
- Performance management - In addition to providing feedback, supervisors should be providing coaching and other resources to assist employees who are not achieving performance standards. Employees who are unable to meet performance standards over the long term (after training and coaching) may be placed on probation, offered a more appropriate role for their competencies, or terminated (refer to Discipline and Termination). Any change of position must be fairly negotiated with the employee to avoid any claim of constructive dismissal.
- Performance appraisal - A formal performance appraisal should be conducted at the end of the performance management cycle. The performance appraisal should be conducted in a one-on-one meeting with opportunity for discussion regarding performance achievement. The performance appraisal should be documented and kept in the employee file.

Immigrant-friendly Tips

- Evaluation and performance appraisals must focus on the tasks, duties and responsibilities of the employee in a manner which is free from discrimination and personal biases
- Provide employees with opportunities for orientation and trainings before evaluation and appraisal
- Do not wait until the time of the evaluation and performance appraisal to raise concerns that should have been pointed out immediately
- Include an appraisal on supervision. A supervision policy would appraise the manager's ability to provide diverse employees with ongoing support and necessary resources to do their respective jobs, as well as the manager's responsibility to monitor an individual's performance

Health and Safety/Workplace Violence

From: Canadian Centre for Occupational Health and Safety
<http://www.ccohs.ca/oshanswers/hsprograms/basic.html>

What is an occupational health and safety (OH&S) program?

A health and safety program is a definite plan of action designed to prevent accidents and occupational diseases. Some form of a program is required under occupational health and safety legislation in most Canadian jurisdictions. A health and safety program must include the elements required by the health and safety legislation as a minimum.

Because organizations differ, a program developed for one organization cannot necessarily be expected to meet the needs of another. This document summarizes the general elements of a health and safety program. This should help smaller organizations to develop programs to deal with their specific needs. Because many small and medium-sized enterprises (SMEs) lack the resources of larger organizations, it is even more vital that SMEs involve all employees in health and safety activities. The more comprehensive the program is, the more employee involvement can be expected.

What are the program elements?

While organizations will have different needs and scope for specific elements required in their health and safety program, the following basic items should be considered in each case:

- Individual responsibility
- Joint occupational health and safety committee
- Health and safety rules
- Correct work procedures
- Employee orientation
- Training
- Workplace inspections
- Reporting and investigating accidents
- Emergency procedures
- Medical and first aid
- Health and safety promotion
- Workplace specific items

From: Canadian Centre for Occupational Health and Safety
<http://www.ccohs.ca/oshanswers/psychosocial/violence.html>

What is workplace violence?

Most people think of violence as a physical assault. However, workplace violence is a much broader problem. It is any act in which a person is abused, threatened, intimidated or assaulted in his or her employment. Workplace violence includes:

- threatening behaviour - such as shaking fists, destroying property or throwing objects. verbal or written threats - any expression of an intent to inflict harm.
- harassment - any behaviour that demeans, embarrasses, humiliates, annoys, alarms or

verbally abuses a person and that is known or would be expected to be unwelcome. This includes words, gestures, intimidation, bullying, or other inappropriate activities.

- verbal abuse - swearing, insults or condescending language.
- physical attacks - hitting, shoving, pushing or kicking.

Rumours, swearing, verbal abuse, pranks, arguments, property damage, vandalism, sabotage, pushing, theft, physical assaults, psychological trauma, anger-related incidents, rape, arson and murder are all examples of workplace violence.

Workplace violence is not limited to incidents that occur within a traditional workplace. Work-related violence can occur at off-site business-related functions (conferences, trade shows), at social events related to work, in clients' homes or away from work but resulting from work (a threatening telephone call to your home from a client).

What can I do to prevent violence in my workplace?

The most important component of any workplace violence prevention program is management commitment. Management commitment is best communicated in a written policy.

The policy should:

- be developed by management and employee representatives.
- apply to management, employees, clients, independent contractors and anyone who has a relationship with your company.
- define what you mean by workplace violence in precise, concrete language.
- provide clear examples of unacceptable behaviour and working conditions.
- state in clear terms your organization's view toward workplace violence and its commitment to the prevention of workplace violence.
- precisely state the consequences of making threats or committing violent acts.
- outline the process by which preventive measures will be developed..
- encourage reporting of all incidents of violence.
- outline the confidential process by which employees can report incidents and to whom.
- assure no reprisals will be made against reporting employees.
- outline the procedures for investigating and resolving complaints.
- describe how information about potential risks of violence will be communicated to employees.
- make a commitment to provide support services to victims of violence.
- offer a confidential Employee Assistance Program (EAP) to allow employees with personal problems to seek help.
- make a commitment to fulfill the violence prevention training needs of different levels of personnel within the organization.
- make a commitment to monitor and regularly review the policy.
- state applicable regulatory requirements.

A written policy will inform employees about

- what behaviour (e.g., violence, intimidation, bullying, harassment, etc.) that management considers inappropriate and unacceptable in the workplace,
- what to do when incidents covered by the policy occur, and
- contacts for reporting any incidents.

It will also encourage employees to report such incidents and will show that management is committed to dealing with incidents involving violence, harassment and other unacceptable behaviour. Some employers caring to exceed “minimum” requirements in legislation include “personal harassment” in their anti-harassment policies. Personal harassment does fall under the definition of harassment - unwelcome behaviour that demeans, embarrasses, or humiliates a person; however, it is not covered by human rights legislation dealing with harassment related to race, ethnic origin, religion, sex, etc.

From Canadian Centre for Occupational Health and Safety
<http://www.ccohs.ca/oshanswers/psychosocial/bullying.html>

What is workplace bullying?

Bullying is usually seen as acts or verbal comments that could ‘mentally’ hurt or isolate a person in the workplace. Sometimes, bullying can involve negative physical contact as well. Bullying usually involves repeated incidents or a pattern of behaviour that is intended to intimidate, offend, degrade or humiliate a particular person or group of people. It has also been described as the assertion of power through aggression.

What are some advantages of having a written policy about workplace violence, harassment and other unacceptable behaviour?

What are examples of bullying?

While bullying is a form of aggression, the actions can be both obvious and subtle. It is important to note that the following is not a checklist, nor does it mention all forms of bullying. This list is included as a way of showing some of the ways bullying may happen in a workplace. Also remember that bullying is usually considered to be a pattern of behaviour where one or more incidents will help show that bullying is taking place.

Examples include:

- spreading malicious rumours, gossip, or innuendo that is not true
- excluding or isolating someone socially
- intimidating a person
- undermining or deliberately impeding a person’s work
- physically abusing or threatening abuse
- removing areas of responsibilities without cause
- constantly changing work guidelines
- establishing impossible deadlines that will set up the individual to fail
- withholding necessary information or purposefully giving the wrong information
- making jokes that are ‘obviously offensive’ by spoken word or e-mail
- intruding on a person’s privacy by pestering, spying or stalking
- assigning unreasonable duties or workload which are unfavourable to one person (in a way that creates unnecessary pressure)

- underwork - creating a feeling of uselessness
- yelling or using profanity
- criticising a person persistently or constantly
- belittling a person's opinions
- unwarranted (or undeserved) punishment
- blocking applications for training, leave or promotion
- tampering with a person's personal belongings or work equipment.

What are some general tips for the workplace?

DO

- **ENCOURAGE** everyone at the workplace to act towards others in a respectful and professional manner.
- **HAVE** a workplace policy in place that includes a reporting system.
- **EDUCATE** everyone that bullying is a serious matter.
- **TRY TO WORK OUT** solutions before the situation gets serious or “out of control”.
- **EDUCATE** everyone about what is considered bullying, and whom they can go to for help.
- **TREAT** all complaints seriously, and deal with complaints promptly and confidentially.
- **TRAIN** supervisors and managers in how to deal with complaints and potential situations.
- Encourage them to address situations promptly whether or not a formal complaint has been filed.
- **HAVE** an impartial third party help with the resolution, if necessary.

DO NOT

- **DO NOT IGNORE** any potential problems.
- **DO NOT DELAY** resolution. Act as soon as possible.

Immigrant-Friendly Tips:

- Include specific reference to anti-immigrant sentiments, Islamophobia, xenophobia, and racism in harassment, discrimination, workplace violence and bullying policies
- Include specific reference to discrimination based on religion and faith in harassment, discrimination, workplace violence and bullying policies
- Promote cultural awareness through cross-cultural communication, diversity, anti-racism and anti-oppression trainings
- Does the complaint procedure recognize the risks facing the complainant and the benefits to the organization of the information the complainant is bringing forward?
- In order to create a healthy and safe workplace that is free from harassment and discrimination, include policies and procedures around prayer times and multi-faith prayer spaces
- Include a guide on accommodating cultural practices and dress codes such as the hijab
- Provide “job-relevant” professional language and communication skills training programs
- Support and encourage immigrant/international talent to achieve their professional goals and objectives.

Holidays

From HR Council for the nonprofit Sector
http://hrcouncil.ca/hr-toolkit/policies-sample-policies.cfm#_secA43

Statutory or public holidays are days the government (federal and/or provincial) has designated as paid days off. Much of the content of your policy will be based directly on the law.

In addition to identifying statutory holidays, most legislation also governs:

- How holidays which fall on a regular day off are to be handled
- The rate of pay that must be paid to those who work the holiday
- How to calculate holiday pay for part-time employees

It is important to note that in most jurisdictions part-time employees are entitled to holiday pay whether or not the holiday falls on their usual work day. Your policy should identify the holidays that are provided by law and any other holidays that your organization gives such as Remembrance Day or Easter Monday (if these days are not legislated in your jurisdiction). In all provinces and territories statutory holidays include two holidays based in the Christian faith: Christmas and Good Friday. As Canada has become more diverse, most jurisdictions, through their human rights legislation have made employers responsible for accommodating the religious holidays of other faiths within appropriate guidelines.

For example, in Ontario, an employer has a duty to accommodate an employee who practices another faith with two days of religious holidays - the same number of Christian-based holidays as provide for in the employment standards. These days are in addition to the statutory holidays legislated by the province. If an organization gives its employees Easter Monday as a holiday, making three Christian-based holidays, then the duty to accommodate an employee of another faith would be three days. In this example, the onus is on the employee to request the religious accommodation.

The human rights legislation and the duty to accommodate religious holidays in the workplace are continuously evolving. Review the human rights legislation for your jurisdiction to ensure that your organization is complying with the current laws.

Immigrant-friendly Tips:

- Include a provision in collective agreement that gives: religious day with pay other than statutory holidays; personal days with pay; floating days which can be taken at any time and leave of absence with pay which can be taken at any time during the year can be used for religious holidays other than statutory holidays.
- A contract language that provides for religious days off with pay of the worker's respective religion should be preferred over a language that specifies the religious holiday. This will ensure that when the agreements and policies are implemented, there is equality among workers of different religious communities.

Hours of work

From Canadian Centre for Occupational Health and Safety
<http://www.ccohs.ca/oshanswers/psychosocial/flexible.html>

What is meant by ‘flexible work’?

Simply put, flexible work arrangements are alternate arrangements or schedules from the traditional working day and week. Employees may choose a different work schedule to meet personal or family needs. Alternatively, employers may initiate various schedules to meet their customer needs.

Why should a business consider offering flexible work arrangements?

Many benefits have been reported by various studies. Common findings include:

- Increased ability to attract, retain and motivate high-performing and experienced employees.
- Reduced absenteeism.
- Helps employees manage their responsibilities outside of work.
- Increased job satisfaction, energy, creativity, and ability to handle stress.

What should be considered when designing a flexible work policy?

No matter which program or how many options are available, the duties, expectations, and deadlines should be clearly outlined by the supervisor and agreed upon by both the supervisor and the employee. Supportive organizational culture, clear communication, teamwork and reciprocal support between management and employees will help ensure the success of these initiatives.

Other issues that should be considered include:

- Initial start-up costs and additional administrative duties/time.
- How to schedule meetings and training courses so most employees can attend.
- Workload management.
- Meeting customer demands.
- Impact the employee’s absence will have on the group or the organization.
- Impact on terms and conditions of employment (e.g., leave benefits may be prorated).

What are examples of flexible work arrangements?

Whether formally written into company policy or an informal agreement between the employee and employer, common arrangements include:

Flex time

Flex time is an arrangement where employees work a full day but they can vary their working hours. These arrangements are usually established with specific guidelines so that a “core” working day exists. Flex time is usually arranged in advance with the employee and employer or supervisor and a set range of start and finish times are established. The total hours of work are not usually affected by this arrangement.

For example, the employee may choose to start between 7:30 and 9:30 AM, and finish between 3:30 and 5:30 PM. This arrangement establishes that core hours are between 9:30 AM and 3:30 PM when all employees will be at work. Lunch periods are usually mandatory and for a set length (30 to 90 minutes). Employees should maintain their start/finish times so that a routine is established and co-workers can become accustomed to each others' schedules.

Reduced hours/Part-time

Employees may choose to work fewer than the standard 37.5 or 40 hours work week. These arrangements may be on a temporary or permanent basis depending on individual circumstances. It may also be considered in some cases for employees with health problems or disabilities. Work hours may be negotiated, or they may be chosen to coincide with peak workload hours depending on the type of business. However, employee benefits and qualification for government programs (such as employment insurance or pension plans) may be affected, and should be examined thoroughly before commencing.

Compressed work week

Compressed work week occurs when an employee works for longer periods of time per day or shift in exchange for a day off. Employees may start earlier or finish later than the normal work day. Compressed work weeks are often initiated by the employee, but sometimes the employer may initiate the option to improve operational efficiency, to maximize production (reduced daily start up costs) or to establish longer business hours which can enhance customer service.

Common arrangements for a 40 hours work week are working 10 hours per day, 4 days a week; working an extra hour a day with 1 day off every 2 weeks; or working an extra half hour a day and having one day every 3 or 4 weeks off.

Telework/Telecommuting

Telework or telecommuting occurs when people do at least some of their regular work from home instead of going into the office. Details such as hours of work, and how communications between the teleworker, co-workers and customers need to be outlined. For more information, please see the OSH Answers document on Telework/Telecommuting.

Job sharing

Job sharing occurs when two or more people share one or more positions or set of duties. It should be clear before starting how these arrangements affect pay, benefits, and holidays. It is very important that those in a job sharing arrangement work effectively as a team, and communicate well. Job sharing may be an option when few part-time positions are available within the company.

Banking of Hours/ Annualized hours

This arrangement allows employees to choose, within negotiated boundaries, their days and hours of work to the maximum for a set period of time. This period of time may be weekly, monthly or yearly. Such arrangements are often a combination of flex time and compressed work week and can help reduce the amount of overtime hours required. These arrangements

may be suited to fields where there is variation in demands such as peak hours or seasonal peaks.

Gradual Retirement

Gradual retirement allows employees to reduce their working hours or reduce their workload over a period of time rather than switching from full time employment to retirement abruptly. This phased period can be used to train the replacement employee, help others adjust to restructuring within the company, or to adjust for the redistribution of tasks among the remaining employees.

Immigrant-friendly Tips:

A flex hours policy that allows staff to take additional time off is immigrant friendly as immigrants may rather work longer hours while they are here, and have a longer vacation in order to be able to travel to their country of origin and re-connect with family and friends

4.7

Leaves – including sick leave, leave of absence

From Canadian Centre for Occupational Health and Safety
<http://www.ccohs.ca/oshanswers/psychosocial/flexible.html>

Leaves and sabbaticals are authorized periods of time away from work without loss of employment rights. Paid or unpaid leaves are usually granted for family, health care, education or leisure reasons. Sabbaticals are usually paid (or partially funded) and occur on a regular basis in addition to vacation time. In some cases, self-funded leaves are also possible where a portion of the employee's salary is withheld and returned to the employee 'as pay' during the time away from work.

Immigrant-friendly Tips:

Allow for a leave of absence with pay which can be taken at any time during the year that can be used for religious holidays other than statutory holidays.

4.8

Overtime Compensation

From HR Council for the nonprofit Sector
http://hrcouncil.ca/hr-toolkit/policies-sample-policies.cfm#_secA43

The law in each province and territory sets a standard work week, which establishes the point at which employees are to be paid at an overtime rate. The laws vary in their definition of the standard work week, and the overtime rate. Prior to establishing an overtime policy, review the employment standards requirements for your province.

Issues to be addressed by your overtime policy include:

- Who is eligible? In most jurisdictions, employers are not required by law to pay managers for overtime. However, your organization may choose to do so. It is important

to note that simply calling an employee a manager does not make them a manager in the eyes of the law. Check the employment standards for your jurisdiction to find out how a manager is defined - it usually includes spending a substantial amount of the workday overseeing the work of other employees.

- What conditions apply? Can employees work extra hours if they feel it is necessary or is prior approval by the executive director required?
- How will employees be compensated? Once an employee works overtime as defined in the employment standards for your jurisdiction, how the employee is compensated is clear. It is usually either time off in lieu or payment; both of these at the rate specified in the legislation. The employee usually makes the choice of time off or payment. In organization with a short work week (shorter than the standard work week as defined by employment standards) employees may work overtime, that is more hours than your organization workweek, but compensating these overtime hours may not be covered by employment standards. Your policy on overtime should cover this grey area if it exists. Will employees be compensated at a rate of one hour for each hour worked, or time and one half for each hour worked? Will employees be given the choice of how they want to be compensated - of time off in lieu or payment?

Your organization's overtime policy must comply with legislation; provide your organization with the flexibility to get work done in special circumstances; and, fit within your budgetary constraints.

Immigrant-friendly Tips:

Ask employees if they prefer time off in lieu or payment; both of these at the rate specified in the legislation. The employee usually makes the choice of time off or payment.

4.9

Recruitment and Selection

From HR Council for the nonprofit Sector
http://hrcouncil.ca/hr-toolkit/policies-sample-policies.cfm#_secA43

Policies on recruitment and selection outline how recruitment will be done and provide guidelines for the selection process.

Recruitment is the process of gathering a group of qualified applicants. It includes tasks like writing a job description and job postings, and going through the steps of posting it internally (e.g. bulletin boards, intranet, e-mail notification), externally (e.g. newspaper ads, temp agencies, internet), or both.

Selection is the process designed to determine the most qualified candidate from the group of applicants. It includes tasks like reviewing resumes, interviewing, work related testing, reference checks and the final employment offer.

From the words in a job posting to the questions asked during an interview, it is necessary to be objective and to focus on the requirements of the job in order to avoid discriminatory

practices. Consult applicable human rights legislation to ensure your recruitment and selection process complies with it.

Immigrant-friendly Tips:

- Expand recruitment methods
- Implement culturally sensitive screening practices
- Hiring committee completed cross-cultural communication and diversity training
- Position postings and job descriptions are written clearly, simply and accessibly. Write position postings in multiple languages
- System of evaluation that recognizes foreign credentials. Consult the New Canadians Centre for help in obtaining recognition for international qualifications
- Identify language skills required for position
- If language skills are not a requirement for the position, include a translator on the hiring committee
- Provide information and pre-employment training to immigrant/international job seekers through community organizations.
- Offer bridging and mentoring programs
- Provide assistance for immigrants/international job seekers to acquire credential papers/documents.
- Have bona fide job requirements that build in equity competencies and job descriptions that utilize and assess for those

4.10

Termination

From HR Council for the nonprofit Sector
http://hrcouncil.ca/hr-toolkit/policies-sample-policies.cfm#_secA43

Employers have a basic right to terminate an employee, but along with that right, come responsibilities. Employers must comply with the Employment/Labour Standards and human rights legislation for their jurisdiction and beyond that, employers must treat employees fairly and in good faith as defined by common law or civil law (Québec).

All jurisdictions have minimum standards for periods of notice required for termination without cause, and requirements for compensation in lieu of notice. A poorly handled termination can lead to legal action; therefore it is wise to consult a lawyer before terminating an employee for whatever the reasons.

Important terms

Termination with cause puts the onus on the employer to show that an act by an employee could seriously impact the organization.

Termination without cause usually requires advance notice and/or compensation be given to the employee. In the voluntary and non-profit sector, termination without cause is often the result of restructuring the organization or changes in funding.

Wrongful dismissal is a legal claim about the cause or notice given to the employee when they are terminated. Constructive dismissal is when there is a significant change in the employment relationship, for example, the employer significantly reduces an employee's salary or makes a significant change to an employee's work location, hours of work, authority or position (without the employee being separated from the organization). You want to avoid both of these.

Immigrant-friendly Tips:

- Do not terminate an employee in a manner which violates the Ontario Human Rights Code. All employees have the right to equal treatment with respect to employment, including termination
- Do not terminate employees for failing to meet the position requirements if they have not been oriented, trained, and/or have not been provided with information regarding their rights as an employee. Oftentimes, incidences such as absenteeism, late arrivals etc are the result of unsafe working environments and are not related to the ability of the employee to fill out their duties

4.11

Vacation

From HR Council for the nonprofit Sector
http://hrcouncil.ca/hr-toolkit/policies-sample-policies.cfm#_secA43

Vacation is annual paid time off for employees. All jurisdictions have minimum standards for paid vacation and your policy needs to be consistent with the applicable law. Your policy may exceed the minimum standards allowed in the law.

Vacation policies tend to cover:

- Employee's eligibility for vacation with pay
- Length of vacation (typically longer with more years of service)
- How vacation time can be taken (all at once, one week at a time, etc)
- Vacation pay (how much, and when employees receive it)
- Scheduling vacations
- Accrued vacation time (whether employees must take it within the year, or if carryover is permitted)

Accrued vacation time can easily get out of hand, requiring large payouts. Therefore some organization limit the number of days of vacation an employee can carry over to the next fiscal year. Instead employees are encouraged to take their vacation in the year in which it is earned. In an organization with a diverse staff, accrued vacation needs to be given careful consideration. From an organizational point of view it may seem reasonable to limit the amount of vacation time accrued, but what if your employees want to visit family during their vacation and that means international travel. The option of accruing enough time to make expensive travel feasible may be the vacation policy that is best for your employees.

Immigrant-friendly Tips:

Allow for flexible work hours so that employees can take additional time off in the form of vacations in order to travel to their country of origin and re-connect with family and friends

5. ADDITIONAL WORKPLACE POLICIES

- Anti-Discrimination
- Employment Equity
- Workplace Diversity
- Contract Workers and Employment Status

5.1

Anti-Discrimination

From: Best Workplace Policies and Practices: Accommodating the Workplace Needs of Muslim Women Wearing Hijab

Anti-discrimination and anti-harassment policies provide the foundation for a workplace to be free of discrimination and harassment. Having implementation procedures ensures that the policy becomes integrated within the structures and environment of the workplace. These policies and procedures can be the motivation for developing further provisions to meet the needs of a diverse workforce.

Immigrant-friendly Tips:

- Provision in collective agreement that makes mandatory the training of employees on human rights, anti-discrimination and anti-harassment policies, and the posting of policies in the workplace.
- Practice of companies to develop audio visual orientation materials which they use to educate new staff regarding company policies. This includes anti-discrimination and anti-harassment policies and behavior.

5.2

Employment Equity

Employment Equity is a program designed to remove barriers to equality in employment by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination, and ensuring appropriate representation of the designated groups. It's not just a legal obligation to have a non-discrimination/accommodation policy. The policy/document recognizes that an equitable workplace and a diverse workforce are prerequisites for effective, relevant service delivery. The organization further benefits from the resulting recognition by funders and communities.

Immigrant-friendly Tips:

- Include a statement encouraging new Canadians and racialized immigrants to apply to positions in postings
- Recognize foreign credentials, qualifications and experiences
- Do not tokenize racialized immigrants; include them in the workplace in meaningful ways and provide support systems

5.3

Workplace Diversity

From HR Council for the nonprofit Sector
http://hrcouncil.ca/hr-toolkit/policies-sample-policies.cfm#_secA43

Workplace diversity policies make a commitment to anti-discriminatory practices, and foster equal opportunity through the removal of systemic barriers. They can also reinforce compliance with human rights legislation. Include workplace diversity a statement outlining the organization's values.

Immigrant-Friendly Tips:

- Include provisions such as accommodation of meal requirements in the policy
- Do not include provisions such as dress codes that infringe on the rights of racialized immigrants to their dress and regalia in the collective agreement

5.4

Contract workers and employment status

From HR Council for the nonprofit Sector
http://hrcouncil.ca/hr-toolkit/policies-sample-policies.cfm#_secA43

Nonprofit organizations often use contract workers to augment their human resources for project requirements and to obtain specialized services as needed. Contract workers can help to meet work needs of the organization without increasing staff numbers and incurring employment expenses such as Employment Insurance, Canada Pension Plan, vacation pay, and other employee benefits. However there are significant legal ramifications to hiring contract workers as self-employed service providers when in reality they are employees.

Organizations should establish a clear policy on the use of contract workers, identifying when to hire a contract worker as an employee and when to hire a contract worker as a self-employed service provider. In general, a good guide is hire a contract worker as a contract employee when the organization requires regular full- or part-time work to be done over a significant period of time; and hire a contract worker as a self-employed service provider when the organization needs advice, specialized services or irregular short-term work done.

Immigrant-friendly Tips:

- Consider whether the policy/document anticipates and addresses the differential impact of a practice on different groups of people? For example, if “casual workers” or contract workers are mostly women, racialized and Aboriginal workers, policies that exclude casual workers from entitlements will have a differential impact on these workers. A policy that anticipates differential impact would include casual workers.

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An Integrated Anti-Oppression Framework for Reviewing and Implementing Policies: A Toolkit for Community Service Organizations

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An Inventory of Assessment Tools for Skilled Immigrants – Mosaic Employment Programs http://www.tted.gov.bc.ca/IQP/Pilots/CompletedProjects/Documents/exp019_mosaic.pdf

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Conduct an Internal and External Environmental Scan – Immigrate to Manitoba, Canada http://www2.immigratemanitoba.com/browse/regionalcommunities/plan_guide/community-int_ext.html

Cross Cultural Interviewing Tools from hireimmigrants.ca
<http://www.upwardlyglobal.org/interviewing/>

Diversity and Inclusivity Organizational Self Assessment Tool
http://www.smartgivers.org/uploads/diversity_assessment_tool.pdf

Films against racism in the workplace
<http://workforall.nfb.ca/>

HR Policies & Employment Legislation

<http://hrcouncil.ca/hr-toolkit/policies-sample-policies.cfm>

Immigrant Settlement and Integration Services

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Newcomer Youth Settlement Guide for Service Providers – OCASI Project

http://atwork.settlement.org/downloads/atwork/OCASI_SYNC_Youth_Guide_English.pdf

Ontario Council of Agencies Serving Immigrants

<http://www.ocasi.org/index.php?qid=1019&catid=188>

Organizational Standards Initiative: Strengthening Capacity and Accountability

<http://orgstandards.wordpress.com/>

Promoting Newcomer Integration and Social Inclusion through Community Participation and Engagement – OCASI Project

http://atwork.settlement.org/downloads/atwork/Facilitator_Guide_Encourage_Newcomer_Voluntarism.pdf

Recruiting: Finding Talent Video from hireimmigrants.ca

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Cross Cultural Communication And Diversity Training Package: A Facilitator's Guide

1. GETTING STARTED

1.1 Introduction: The Role of Cross Cultural Communication and Diversity Training

Cross cultural communication training provides information and tools allowing participants to develop skills, knowledge, techniques and competencies required to understand the values, beliefs and norms of one's own culture and that of others. Such training is premised on the belief that a broadened knowledge of cultural differences strengthens an organization. Similarly, diversity training is a form of training that provides members of an organization an increased cultural awareness, skills and knowledge of both their own cultural frameworks and those of other peoples. Such trainings are important for members of an organization to undergo because it provides opportunities for: (i) productive engagements between individuals, (ii) protecting organizations against human rights violations, (iii) increasing social inclusion, (iv) diversifying organizational space, and (v) promoting teamwork.

By diversifying organizational spaces institutions benefit because they begin to actively address institutional barriers, encourage self reflection, and foster an environment that helps develop interpersonal skills, creativity and innovation. Moreover, as the population of the City of Peterborough becomes increasingly diverse it is imperative that public organizations increase their ability to professionally and ethically conduct themselves in ways that are culturally accessible and inclusive. Furthermore, with the rising importance of immigration at the federal, provincial and municipal levels, the need to promote cross-cultural awareness in order to foster a climate of inclusion, understanding and respect becomes essential. However, in order for cross cultural communication and diversity training to be effective, it must directly address and challenge racism and ethnocentrism, otherwise cross cultural communication and diversity training might run the risk of reinforcing cultural stereotypes.

Challenging racism is a difficult process. It means challenging all sorts of cultural ideas that exist not only within us as individuals, but that are entrenched in the ways that organizations and institutions function. In order to meaningfully engage in cross cultural communication and diversity training, it is important to challenge ourselves and to recognize personal biases and prejudices. Cross cultural communication and diversity training provides an important space where people can engage in self-reflection; a prerequisite for entering into meaningful dialogue across cultures.

Useful Definitions

This list includes many of the terms commonly used in anti-racism and equity discourse today. They are gleaned from a variety of sources, most of which are listed at the end. Many of the terms have been in the public domain so long that the source of the original definition is no longer known as they have come into common parlance. The terminology in this field is constantly evolving, so the list remains a work in progress. Should any discrepancies arise during a training session or discussion, it is best to take a moment to determine the current understanding and why people may be more comfortable adding further definitions to the list in the present context.

Ableism The cultural, institutional and individual set of practices and beliefs that assign different (lower) value to people who have developmental, emotional, physical, sensory or health-related disabilities, thereby resulting in differential treatment.

Aboriginal Peoples A legal term used by the Canadian state to refer to the descendants of the original inhabitants of North America. Term used to collectively describe three cultural groups of aboriginal people — “Inuit”, “Métis People” and “First Nations”. The term “Indigenous Peoples” is also used, most commonly in academia. The term “Native” or “Native Peoples” is also used. The most appropriate and respectful way to address Indigenous Peoples is by specific reference to their particular nation (e.g., Anishnabe (i.e. Ojibway), Nehiyaw (i.e. Cree) and Kanien’Kahake (i.e., Mohawk).

Ageism The normalization and privilege of people within the preferred age range in a society. This age range defines who is taken seriously, catered to by most goods and services, allowed to have an impact on decisions in society, and valued as a human being. Results in invisibility of, and discrimination and inaccessibility faced by, people outside that age range.

Anti-Oppression Strategies, theories and actions that challenge socially and historically built inequalities and injustices that are ingrained in our systems and institutions by policies and practices that allow certain groups to dominate over other groups

Anti-Racism An active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.

Antisemitism Latent or overt hostility or hatred directed towards individual Jews or the Jewish people (not to all Semitic peoples), leading to social, economic, institutional, religious, cultural or political discrimination.

Barrier An overt or covert obstacle; used in employment equity to mean a systemic obstacle to equal employment opportunities or outcomes; an obstacle which must be overcome for equality to be possible.

Bias A subjective opinion, preference, prejudice or inclination, formed without reasonable justification, that influences an individual’s or group’s ability to evaluate a particular situ-

ation objectively or accurately; a preference for or against.

Classism The cultural, institutional and individual set of practices and beliefs that assign value to people according to their socioeconomic status, thereby resulting in differential treatment.

Colonialism Usually refers to the period of European colonization from Columbus (1492) onwards, in the Americas, Asia and Africa, and taking on different forms from settler colonies like Canada to non-settler colonies such as India during British rule.

Convention Refugees Men, women and children with good reason to fear persecution in their home country because of their race, religion, gender, nationality, political viewpoint, or membership in a particular social group.

Disability Inborn or assigned characteristics of an individual that may prevent full participation in educational, social, economic, political, religious, institutional or formal activities of a group, or that may require accommodation to enable full participation.

Discrimination The denial of equal treatment, civil liberties and opportunity to individuals or groups with respect to education, accommodation, health care, employment and access to services, goods and facilities. Behaviour that results from prejudiced attitudes by individuals or institutions, resulting in unequal outcomes for persons who are perceived as different. Differential treatment that may occur on the basis of race, nationality, gender, age, religion, political or ethnic affiliation, sexual orientation, marital or family status, physical, developmental or mental disability. Includes the denial of cultural, economic, educational, political and/or social rights of members of non-dominant groups.

Diversity A term used to encompass all the various differences among people – including race, religion, gender, sexual orientation, disability, socio-economic status, etc. – and commonly used in the United States and increasingly in Canada to describe workplace programs aimed at reducing discrimination promoting equality of opportunity and outcome for all groups. Concern has been expressed by anti-racism and race relations practitioners that diversity programs may water down efforts to combat racism in all its forms.

Ethnicity The multiplicity of beliefs, behaviours and traditions held in common by a group of people bound by particular linguistic, historical, geographical, religious and/or racial homogeneity. Ethnic diversity is the variation of such groups and the presence of a number of ethnic groups within one society or nation.

Ethnocentrism The tendency to view others using one's own group and customs as the standard for judgement, and the tendency to see one's group and customs as the best.

Harassment Persistent, on-going communication (in any form) of negative attitudes, beliefs or actions towards an individual or group, with the intention of placing that person(s) in a disparaging role. Harassment is manifested in name calling, jokes or slurs, graffiti, insults, threats, discourteous treatment, and written or physical abuse. Harassment may

be subtle or overt.

Heterosexism ‘The belief in the inherent superiority of heterosexuality and thereby its rights to dominance’ (Canadian Council for Refugees). Describes an ideological system and patterns of institutionalized oppression, which deny, denigrate, and stigmatize any non-heterosexual form of behavior, identity, relationship, or community.

Homophobia Disparaging or hostile attitude or negative bias towards gay, lesbian, bisexual or transgender person(s). The fear and persecution of queer people, rooted in a desire to maintain the heterosexual social order.

Human Rights Human rights affirm and protect the right of every individual to live and work without discrimination and harassment. Human Rights policies and legislation attempt to create a climate in which the dignity, worth and rights of all people are respected, regardless of age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender, marital status, place of origin, race, sexual orientation or socio-economic status.

Individual Racism The prejudiced individual, direct, or one-to-one action(s) against other individuals because of their group membership and skin colour to deprive them of some right (employment, housing).

Institutional Racism see also Systemic Discrimination Institutions Fairly stable social arrangements through which collective actions are taken (e.g. government, business, unions, schools, churches, courts, police).

Integration The process of amalgamating diverse groups within a single context, usually applied to inter-racial interaction in housing, education, political and socio-economic spheres or activity, or the incorporation of children, defined as disabled, into neighborhood schools and classrooms.

Internalized Oppression Patterns of mistreatment of racialized groups and acceptance of the negative stereotypes created by the dominant group become established in their cultures and lock members of racialized groups into roles as victims of oppression.

Intersectionality The interconnected nature of all forms of oppression (cultural, institutional and social) against particular groups, and the way they are imbedded within existing systems such that they operate in insidious, covert and compounded ways (e.g. gender and colour; religion and race; sexual orientation and race)

Intolerance Bigotry or narrow mindedness which results in refusal to respect or acknowledge persons of different racial backgrounds.

Islamophobia A term recently coined to refer to expressions of negative stereotypes, bias or acts of hostility towards individual Muslims or followers of Islam in general.

Marginalization With reference to race and culture, the experience of persons who do not speak the majority group's language, cannot find work or gain access to social services and therefore, cannot become full and equal participating members of society. Refers also to the process of being “left out” of or silenced in a social group.

Minority Group Refers to a group of people within a society that is either small in numbers or that has little or no access to social, economic, political or religious power. In Canada, refers to the diverse ethno-racial identities that are not of the dominant white group.

Multiculturalism Federal policy announced in 1971 and enshrined in law in the Multiculturalism Act of 1988 which acknowledges the unequal access to resources and opportunities of Canadians who are not of the dominant white group, and urges the recognition of their contributions, the preservation of their cultural heritage and the equal treatment of all Canadians.

Oppression The unilateral subjugation of one individual or group by a more powerful individual or group, using physical, psychological, social or economic threats or force, and frequently using an explicit ideology to sanction the oppression.

People of Colour A term which applies to all people who are not seen as White by the dominant group, generally used by racialized groups as an alternative to the term visible minority. It emphasizes that skin colour is a key consideration in the “everyday” experiences of their lives.

Prejudice A state of mind; a set of attitudes held by one person or group about another, tending to cast the other in an inferior light, despite the absence of legitimate or sufficient evidence; means literally to “pre-judge”; considered irrational and very resistant to change, because concrete evidence that contradicts the prejudice is usually dismissed as exceptional.

Privilege The experience of freedoms, rights, benefits, advantages, access and/or opportunities afforded members of the dominant group in a society or in a given context, usually unrecognized and taken for granted by members of the majority group, while the same freedoms, rights, benefits, advantages access and/or opportunities are denied to members of the minority or disadvantaged groups.

Race Refers to a group of people of common ancestry, distinguished from others by physical characteristics such as colour of skin, shape of eyes, hair texture or facial features. (This definition refers to the common usage of the term race when dealing with human rights matters. It does not reflect the current scientific debate about the validity of phenotypic descriptions of individuals and groups of individuals). The term is also used to designate social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity. Various types of broad-based groups (e.g. racial, ethnic, religious and regional) are rarely mutually exclusive, and the degree of discrimination against any one or more varies from place to place, and over time.

Racial Minority A term which applies to all people who are not seen as White by the dominant group including Aboriginal, Black, Chinese, South Asian, South East Asian and other peoples. Sometimes used instead of Visible Minority.

Racial Discrimination According to the International Convention on the Elimination of All Forms of Racial Discrimination (to which Canada is a signatory), racial discrimination is any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin, which nullifies or impairs the recognition, enjoyment or exercise of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

Racialization The process through which groups come to be designated as different, and on that basis subjected to differential and unequal treatment. In the present context, racialized groups include those who may experience differential treatment the basis of race, ethnicity, language, economics, religion, culture, politics, etc. That is, treated outside the norm and receiving unequal treatment based upon phenotypical features.

Racial Profiling Any action undertaken for reasons of safety, security or public protection that relies on stereotypes about race, colour, ethnicity, ancestry, religion, or place of origin rather than on reasonable suspicion, to single out an individual for greater scrutiny or differential treatment. Profiling can occur because of a combination of the above factors, and age and/or gender can influence the experience of profiling.

Racism A mix of prejudice and power leading to domination and exploitation of one group (the dominant or majority group) over another (the non-dominant, minority or racialized group). It asserts that the one group is supreme and superior while the other is inferior. Racism is any individual action, or institutional practice backed by institutional power, which subordinates people because of their colour or ethnicity.

Racist Refers to an individual, institution, or organization whose beliefs and/or actions imply (intentionally or unintentionally) that certain races have distinctive negative or inferior characteristics. Also refers to racial discrimination inherent in the policies, practices and procedures of institutions, corporations, and organizations which, though applied to everyone equally and may seem fair, result in exclusion or act as barriers to the advancement of marginalized groups, thereby perpetuating racism.

Racist slurs Insulting or disparaging statements directed towards a particular racial or ethnic group. Racist incidents express racist assumptions and beliefs through banter, racist jokes, name calling, teasing, discourteous treatment, graffiti, stereotyping, threats, insults, physical violence or genocide.

Sexism Sexism stems from a set of implicit or explicit beliefs, erroneous assumptions and actions based upon an ideology of inherent superiority of one gender over another and may be evident within organizational or institutional structures or programs, as well as within individual thought or behaviour patterns.

Sexual Orientation is defined as feelings of attraction for the same sex, for the opposite sex or for both sexes, and does not require sexual activity or intimacy.

Stereotype A fixed mental picture or image of a group of people, ascribing the same characteristic(s) to all members of the group, regardless of their individual differences. An overgeneralization, in which the information or experience on which the image is based may be true for some of the individual group members, but not for all members.

Stereotyping may be based upon misconceptions, incomplete information and/or false generalizations about race, age, ethnic, linguistic, geographical or natural groups, religions, social, marital or family status, physical, developmental or mental attributes, gender or sexual orientation.

Systemic Discrimination The institutionalization of discrimination through policies and practices which may appear neutral on the surface but which have an exclusionary impact on particular groups, such that various minority groups are discriminated against, intentionally or unintentionally. This occurs in institutions and organizations where the policies, practices and procedures (e.g. employment systems – job requirements, hiring practices, promotion procedures, etc.) exclude and/or act as barriers to racialized groups. Systemic discrimination also is the result of some government laws and regulations.

Tokenism Is having a presence without meaningful participation. For example, a superficial invitation for participation without ongoing dialogue and support, handpicked representatives who are expected to speak for the whole (socially oppressed) group (e.g. ‘tell us how women experience this issue’). Tokenism is often used as a band-aid solution to help the group improve its image (e.g. ‘we’re not racist, look there’s a person of colour on the panel.’).

Transphobia The fear and persecution of transgender/ transsexual persons. Rooted in a desire to maintain the gender binary (i.e. the categories ‘male’ and ‘female’), which obscures the reality of the fluidity of gender and makes the experience of persons who do not identify with either category invisible.

Visible Minority Term used to describe non-dominant groups who are not White. Although it is a legal term widely used in human rights legislation and various policies, currently the terms racialized minority or people of colour are preferred by people labeled by others to be ‘visible minorities’.

Xenophobia An unreasonable fear or hatred of foreigners or strangers, their cultures and their customs.

Glossary Adapted From the Following Sources:

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For more information, please visit: https://www.notohate.ca/index.php?option=com_content&view=article&id=1&Itemid=8

2. EXPLORING CONTENT

2.1

Laying the foundation: Understanding the social context of racism and diversity in Canada

It is important to identify the social context in which we find ourselves at the outset of any cross cultural communication and diversity training session. This approach helps to ground people in a practical knowledge of the realities and challenges that we face as a community, and provides a foundation for understanding why we need to effectively and equitably communicate across cultures and embrace diversity. Therefore, it is necessary to begin trainings with a discussion around the reality of institutional, cultural and individual racism in Canada.

2.2

Overview of Racism in Canada

The following is a brief outline of the history of racism in Canada. The consequences and affects are ongoing, as racism in Canada continues to exist at individual, institutional and cultural levels.

From “A History Lesson in Racism” by Anne Curry-Stevens (2003)

The formation of Canada was based in racist laws and practices.

- 1947 & on - Europeans land in North America and begin theft of First Nations land.
- 1600's - Native and Africa people enslaved for 200 years.
- 1797 - Slavery legally abolished in Canada, but is continued until outlawed across the British Empire in 1832.
- 1857 - Gradual Civilization Act provides land and money to aboriginal men who give up their heritage; nothing provided to other Aboriginal peoples. In 1933, federal government gains rights to force this assimilation without aboriginal consent.
- 1867 - Canada is born. Government gives 10 acres of land to whites and 1 to black citizens.
- 1876 - Indian Act introduced: all aspects of Natives' life under control of Canadian government. Aboriginal spirituality and ceremonies outlawed.
- 1876 to 1985 - An aboriginal woman and her children lose status when she marries a non-aboriginal man.
- 1867 to 1948 - People of colour denied access to immigrate to Canada, unless Canada needs their labour.
- 1879 to 1996 - Over 100 years of residential school system. Native children seized and forced to assimilate. Abuse rampant. Names changed. Language denied. Aboriginal children have needles struck in their tongues if they speak their native language.
- 1885 - Chinese labourers brought in to build the railroad. Paid ¼ the wages of white workers.
- 1902 - Royal commission describes all Asians as unfit for full citizenship, “obnoxious to free community and dangerous to the state.”

- 1908 - Immigration status denied to people considered to be of “any race deemed unsuitable to the requirements of Canada.”
- 1939 - Racism finally deemed illegal by Canada’s highest court, overturning prior judgments.
- 1941 - Japanese Canadians imprisoned in concentration camps during World War 2. Property seized. No compensation provided.
- 1948 - Asian Canadians gain the right to vote.
- 1951 - Canadian government re-allows aboriginal religious practices.
- 1960 - Native people gain the right to vote.
- 1964 - Ontario schools finally prohibit segregation of black students in public schools.
- 1965 - Last racially segregated school in Ontario is closed.
- 1967 - Race is formally withdrawn as criteria used for choosing immigrants seeking admission into Canada.
- 1990 - First black cabinet minister appointment in Ontario.
- 1996 - Last residential school for aboriginal children and youth in Canada is closed.

Compiled from “What does 21st century racism look like?” - Canadian Labour Congress (2003), Anne Curry-Stevens (2003), and Grace-Edward Galabuzi (2001).

- 23% of those living in Canada incorrectly believe that some races are genetically smarter than others.
- People of colour earn 28% less than whites.
- Child poverty for children of colour is 45% while the rate for all children is 26%.
- Those experiencing racism are 100% (twice as frequently) more likely to experience serious mental health problems than the general public.
- Aboriginal youth suicide rates are about 6 times higher than the general population.
- You probably don’t often think about being white. How many blacks think about their race at least once a day? 50%
- In Toronto, whites get three job offers for every one offered to a black (when resumes and backgrounds are similar).
- People of colour are less likely to have high paid, high status and unionized jobs. They are more likely to work in cleaning, food service and harvesting. Given their numbers, they should hold 11% of the jobs in law, education, police, fire fighting, airline pilots and controllers, carpentry and electrical trades, but in fact they hold 5% (or less) of these jobs.
- Despite employment equity in the federal public service, people of colour occupy only 4% of the jobs at the management level in the public service.

2.3

Diversity in Peterborough: An overview

Peterborough sits on the traditional territory of the Anishnaabe and is originally named and known as Nogojiwanong - place at the end of rapids. For thousands of years this region was known as a gathering spot where different tribes, families and leaders would converge to exchange ideas and knowledge (O’Kaađenigan Wiingashk, 2007). Sites such as The Petroglyphs, Serpent Mounds Park and Aboriginal oral traditions confirm this regional history. The First Peoples who live in this region include the Haudenosaunee, with Huron members of the confederacy living in the area, and the Anishnaabe – particularly the Mississaugas of the New Credit First Nation. Peterborough continues to exist on Indigenous lands and the area is still home to several First Nations communities, including Curve Lake First Nation, Hiawatha First Nation and Alderville First Nation. Furthermore, a portion of the population of Peterborough is made up of Indigenous peoples who live, work, study and celebrate their traditional cultural practices in the city every day.

Peterborough and the surrounding area also holds a vibrant history of immigration beginning in 1818 when approximately 120 settlers came to Chemong Lake (Bow, 2001). Among them was Adam Scott who settled by the Otonabee River and built a sawmill and gristmill. In 1825, Irish immigrants arrived from the city of Cork, led by Peter Robinson (Bow, 2001). These first immigrants cleared the swampy land to build their houses. Thousands of their descendants remain in the Peterborough area today.

In 1850, Peterborough was incorporated as a town with a population of 2,191. Although life was difficult, those first immigrants helped to build a prosperous community (Bow, 2001). New Canadians from around the world continue this tradition today.

LOCAL DEMOGRAPHICS

	TORONTO	PETERBOROUGH
Population	2,481,964	71,446
Land Area (sq km)	630.18	58.61
Mother tongue (neither English nor French, %)	48.97	6.42
Knowledge (neither English nor French, %)	5.26	.002
Immigrants (%)	49.98	9.94
Average Earnings (part – and full – time, \$)	37,833	28,57

Source: Statistics Canada, 2006 Community Profiles

LOCAL DEMOGRAPHICS

	TOTAL	% OF TOTAL	MALE	FEMALE
Total Population	131, 520	100	63, 430	68, 095
Total Visible Minority Population	3, 210	2.4	1, 630	1,580
Chinese	725	0.5	330	395
Chinese	680	0.5	335	345
Black	625	0.5	395	230
Filipino	115	0.1	25	90
Latin American	265	0.2	140	130
Southeast Asian	180	0.1	80	95
Arab	85	0.1	60	20
West Asian	105	0.1	40	65
Korean	265	0.2	50	115
Japanese	70	0.1	25	40
Visible Minority not included elsewhere	40	0.03	10	25
Multiple Visible Minority	55	0.04	35	25
Not a Visible Minority	128, 310	97.6	61, 800	65, 510

Source: Statistics Canada, 2006 Community Profiles

*Note: This table does not include First Nations, Metis and Inuit peoples living in Peterborough County.

FIRST NATIONS RESERVES IN SURROUNDING AREAS

FIRST NATION	POPULATION (2001)	POPULATION (2006)	% OF CHANGE
Curve Lake First Nations	945	1, 060	+12.2
Hiawatha First Nations	297	483	+62.6
Alderville First Nations	358	unknown*	unknown

Source: Statistics Canada, 2006 Community Profiles

*Note: According to the Alderville First Nations website (<http://www.aldervillefirstnation.ca/>), there are approximately 300 members who live in Alderville and 650+ members who live outside of Alderville.

2.5

Why Diversity Matters

According to a study recently released by Statistics Canada entitled “Projections of the Diversity of the Canadian Population” the diversity of the population in Canada will continue to grow for at least the next two decades (Malenfant, Éric Caron; Lebel, André and Laurent Martel, 2010). Accordingly, the visible minority population will increase rapidly among Canadian-born, many of whom are the children and grandchildren of racialized immigrants. Furthermore, estimates suggest that by 2031 the foreign-born population of Canada could increase four times faster than the rest of the population (Malenfant, Éric Caron; Lebel, André and Laurent Martel, 2010).

The following are some additional figures provided by the New Canadians Centre of Peterborough that point to the importance of understanding and accommodating diversity:

- Immigration is increasing Canada’s population 5 times faster than birth rate
 - By 2011 immigration will account for 100% of labour force growth
 - By 2030 immigration will account for 100% of population growth

- Canada sees on average 250,000 new immigrants a year
 - 50% live in Ontario

2.6

A Day in the Life of a Newcomer: Scenarios on Facing Barriers

1. Cultural Barriers

“When I came, I had scarf, because I am Muslim. I didn’t want to take it off but i felt uncomfortable. People in Peterborough are not used to [be] beside people like me. Some of them they are not happy, so i take off my scarf. That is really hard.”

-
- Difficulty adjusting to social norms
 - Lack of proficiency in English
 - Weather
 - Overwhelming “white” majority
-

2. Individual Barriers

“I can’t wait to start working and then tell the government to stop giving me money! That money can go to other people who need it more or who like to live off the state.”

-
- Stress over residency status
 - Inability to vent frustrations (“just wait”)
 - Shame at reliance on social assistance
 - Dismay over lack of productivity
-

3. Structural Barriers

“In Canada, they have to explain everything to me as if I were a 5 year old. I was born to Canada on January 18, 2007.”

-
- Lack of knowledge about the system
 - Shortage of jobs
 - Cost of accreditation/re-education/re-training
-

3. COMMUNICATING ACROSS CULTURES

3.1

Introduction

Only after gaining a concrete understanding of racism in Canada and the local context of diversity, can one move forward to reach a better understanding of one's own cultural practices and frameworks. It is essential that cross cultural communication and diversity training build up a participants' ability to engage in self-reflection and self-awareness so that the cultural practices that are oftentimes taken for granted are made visible. Without self-awareness those seemingly normal approaches to communication will never be recognized as a set of lenses that shape what we hear, say, see, understand, and interpret. From the starting point of a sharpened self-awareness, participants will be in a better position to begin to learn about cultural competency, cross cultural communication and providing services to diverse clients. The following section will provide an overview of some of the basic principles and best practices to follow when building up self-knowledge and engaging with diverse populations.

3.2

Understanding Culture

Culture is often associated with race and ethnicity. However, culture is a framework of values, attitudes, traditions, beliefs and standards of behaviour that regulate social groups in terms of individual and group behaviour. For every aspect of our identity (region and city we live in, religion, sexual orientation, age group) there are a set of standards, beliefs and values that we follow, i.e. a culture. Therefore, individuals and families are members of multiple cultures at any given time.

Culture is often used to explain differences between people because of the distinct ways in which the world is perceived and acted upon. Therefore, it is not race or ethnicity that makes people different from one another. Rather, it is our cultural lenses that vary. However, having said that, it is important to note that in our society social constructs do have meaning in the sense that people are treated differently because of race and ethnicity since such visual markers have translated into differential treatment by dominant institutions and individuals. It is very dangerous to just utilize visual markers (e.g. race and gender) when attempting to understand someone's cultural background.

Culture is not fixed, as in it is not static or unchanging. Rather, culture is constantly evolving and shifting because it is dynamic and fluid in nature. Culture encompasses a shared experience that develops with a changing social, political and economic landscape. Moreover, culture intersects in complex ways with other dimensions including class, race, ethnicity, gender, immigration status, ability, and sexual orientation

3.3

Understanding Culture

Diversity is a term used to encompass all the various differences among people including race, religion, gender, sexual orientation, disability, socio-economic status, etc. Diversity points to the ways in which we differ from, and are similar to one another along the dimensions of identity or how we are perceived.

Cultural competence is an active process through which individuals learn how to effectively and respectfully engage with a culture that is different from their own. Cultural competence also refers to the ways that organizational cultures can change to become more inclusive and accommodating to a more diverse set of social groups.

There is a distinction between diversity and cultural competence. Simply having diversity in the agency or organization does not mean that the institution is culturally competent. However, diversity provides a useful starting point for cultural competence because people with different social locations bring a wide variety of knowledge of different cultures to the institutional environment. Cultural competence means being able to leverage that knowledge in order to support everyone in becoming competent in the institutional environment. Cultural competence is also an organizational process of continuously making changes in the institutional culture so that an enriched organizational experience is provided for everyone.

3.4

Learning Cultural Competency

Cultural competency can be learned. It requires the development of particular skills and knowledges that help us to interact with those who appear to be, and may be different from us. Becoming culturally competent requires us to understand and challenge our own personal biases, alongside a willingness to adapt. Furthermore, to be effectively culturally competent, one must become aware of their power and privilege, and how this level of power and privilege can play out in cross cultural engagements. Basically, cultural competence involves taking the time to gain knowledge of the norms of different cultures. It requires listening and recognizing the strengths of those who are viewed as different. Finally, it necessitates reaching out to diverse communities both individually and professionally.

Developing cultural competence leads to an ability to comprehend and effectively interact with people from different cultures. However, it is important to keep in mind that people are products of society and socialization. Society creates cultures (e.g. music, literature,

movies), and cultural practices are part of social formation. However, people are socialized differently because they come from different societies (e.g. France or India) and not because they practice certain kinds of culture. Besides culture, we also have things like government, religion, and national history that forms an individual. In this sense, it is important to develop a level of social competency. Once one has developed a specialized knowledge and understanding of the history, values, traditions, communication approaches, family systems and artistic expressions of a different group, then they possess a degree of cross cultural knowledge and/or social competency.

Individual cultural competency typically involves the following four dimensions:

- (1) Awareness of one's own cultural worldview;
- (2) Knowledge of different cultural practices and worldviews;
- (3) Cross-cultural skills and
- (4) Positive attitude towards cultural differences.

Firstly, to become culturally competent as an individual, one must be aware of their own cultural worldview. This is an ongoing process. Self awareness involves understanding one's personal and cultural values, social location, beliefs and power as a first step in appreciating the importance of multicultural identities in the lives of people. Oftentimes, cultural worldviews are categorized along the following four dimensions:

(1) Individualism/Collectivism

Individualism is when the onus is on personal gains whereas the focus of collectivism is on working together, helping people, and making personal sacrifices for the greater good of the community.

(2) Egalitarianism/Power-distance

Egalitarianism refers to equality of treatment for all members of the group whereas power-distance involves constructing a hierarchy of status that dictates differential and unequal roles and responsibilities.

(3) Tolerance/Avoidance of Uncertainty

Tolerance for uncertainty means being comfortable in unstructured situations are allowing for differences and dissent whereas uncertainty avoidance involves being uncomfortable in unstructured situations and desiring formal rules.

(4) Competitiveness/Harmony

Competitiveness involves being assertive, self-centered and focusing on individual power and success whereas harmony focuses on caring and modesty.

It is useful to locate one's own cultural framework along these lines to begin thinking through epistemological differences between cultures. Once a cultural framework has been located in these fields, one can begin to think through the ways in which some cultures are constructed as more dominant or subordinate than others in our society. This will help people to develop not only an awareness of their own cultural worldview, but also an understanding of how cultures become hierarchically ranked in Canadian society.

Secondly, one must develop knowledge of different cultural practices and worldviews. This begins by understanding what culture means (section 5.2), how cultures differ (above),

and the differences between stereotyping and respecting cultural differences. This also involves building relationships and reaching out to diverse communities both individually and professionally.

The next component is building cross-cultural skills. This includes developing the capacity to make people from different cultures feel welcome, willingness to try new ideas, ability to provide feedback across cultures in a way that builds relationships and improves performance, and ability to deal with conflicts between people from different cultures. One skill is to use inclusive and appropriate language when communicating and when identifying someone. An inclusive language fact sheet is included at the end of this chapter.

Finally, it is essential to have a positive attitude towards cultural differences. This includes having a positive attitude towards people with an accent, people who speak another language, people who have a different personal presentation than your own, interpersonal styles and communication differences (personal space, touching, loudness/softness, directness/indirectness, silence, pace and gestures).

One who is becoming cross culturally competent is: self-aware, comfortable with cross-cultural interaction, seeking out opportunities to interact with new cultures, interested in learning more about multiple cultures, mindful of how their actions affect others, asking questions, able to adjust quickly, and actively-educated on appropriate cross-cultural etiquette and attempts to apply it.

3.5

The Continuum of Cultural Competency

There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to difference.

Cultural Destructiveness: When a culture is deemed so unacceptable by others that it is destroyed. Examples: holocaust, genocide, and hate crimes.

Cultural Incapacity: When a culture is deemed to be wrong or less than the dominant culture. Example: “Those people live in Canada now.”

Cultural Blindness: When a culture is invisible to the dominant culture or people of the dominant culture are blind to it. Examples: Absence of a group’s voice in text books (history) and “I don’t see colour.”

Cultural Pre-competence: The dominant culture recognizes differences as valid and begins to include them, but sometimes in token ways. Tokenistic inclusion can reproduce stereotypes. Example: Multicultural night – samosas and saris

Cultural Competence: Differences are valued and integrated. People are consulted about how they want to be included. Examples: Consulting groups that are traditionally not consulted with on policy, operating procedures etc; faith and cultural accommodations.

Cultural Proficiency: An ideal state where the dominant culture and all cultural groups are working together in a power sharing dynamic to meet the needs of all people, and where people feel they can safely express their cultural differences and be valued for it. Example: Newcomers being integrated into all decision making processes in the agency or workplace.

3.6

Cross cultural communication

Communication varies tremendously across cultures. Some of the variables are listed below:

Eye contact – varies according to the gender, status, age across cultures (lack of eye contact can be a sign of disrespect, inattention, demureness, or respect)

Physical space between people – varies by cultures and genders (disinterest or aggression)

Touch – all cultures have a “private” area but this will vary according to relations, e.g. not touching the head of an East Asian child unless you are related. Some cultures use touch almost constantly to greet, comfort and while speaking. In other cultures, touch is less significant and verbal communication is more highly used. Still in others, gestures and animation may accompany touch and or words.

Animation – while gesture may be common to some, over expressiveness may be disdain by others. Social class, gender, and status are variables for expectations around animation. Some cultures believe that the outward expression of inner feelings is inappropriate. In these cases, outward expression may easily be misinterpreted, e.g. “The parent didn’t seem angry.”

Voice tone, volume, pitch, intonation, pause length all vary across cultures and have different meanings

3.7

Barriers to Communication

The educator or service provider may have barriers to building a trusting relationship and positively communicating:

- Preconceived ideas, bias, racism, stereotypes
- Feelings of superiority or power, lack of respect, lack of interest
- Misinterpretation of a gesture, action or words
- Stressed with own worries
- Lack of empathy or understanding of immigrant situations – resentment
- Belief that all immigrants should be grateful, “know their place”
- Difficulty reading facial expressions, understanding accents and interpreting meaning
- Judgements of newcomers – rigid beliefs in one “right” way of doing things – not open
- Telling newcomers what to do
- Weak listening skills

Newcomers may have barriers to:

- Stage of culture shock and/or trauma disorders
- Stage of ESL (if there is little accent – we may assume more comprehension)
- Preconceived ideas, bias, stereotypes
- Negativity (stage of culture shock, depression, anger)
- Different perceptions of what is private
- Different values, methods and beliefs
- Asking for help might be a sign of weakness
- Different roles in the family and family dynamics
- Telling educators of service providers what to do
- Weak listening skills
- Feelings of being judged

3.8

Removing Barriers by Changing your Communication

- Reflect on which newcomer clients you feel are most and least comfortable with (is there a pattern?)
- Learn more about cultures you feel less comfortable with – detach past impressions
- Get to know more about clients – their former occupations, their interests and talents
- Observe clients' communicating and see what you can learn about different meanings
- Think of what the newcomer might be experiencing before you communicate
- Develop specific practices to detach your home life when you come to work
- Watch films, read books and talk with others about their experiences coming to Canada
- Try the judgement exercise below
- Echo back what you heard a newcomer say to make sure you got it right
- Handle at least two positives for any one negative issues – make it a discussion
- Handle one pressing issue at a time – look for different perceptions, solutions
- Be a chameleon when you speak, e.g. adapt your pitch, tone and volume to the speaker
- Simplifying your speech and use the same word to express the same thing – no jargon
- Keep each communication short
- Be positive to newcomers about their strengths – describe newcomers positively to yourself

3.9

Handling Sensitive Issues

There are many reasons for issues to come up, e.g. different perceptions, different practices, depression or culture shock, lack of understanding. Here are some tips:

- Get information ahead of time so you are sure it is accurate and complete
- Listen first and then talk
- Be less agenda driven/less task oriented – ask open-ended questions
- Ask families how they see the issue
- Encourage families to find their solutions and offer support of their decision-making
- When appropriate, offer a few options and don't expect conformity
- Don't expect another person to see it as you do
- Don't expect it all to happen right away

3.10

Additional Tips on Cross Cultural Communication

1. Speak slowly, clearly and make sure that pronunciation is intelligible. Avoid speaking in a manner that is condescending, patronizing and/or infantilizing.
2. Take turns communicating. Make a point or ask a question, wait for a response and listen. Do not talk at people or set up a one-sided conversation.
3. Be supportive and respectful. Communication should also be an exercise in building trust.
4. Be an active listener. Use body language and verbal cues to demonstrate that you are engaged and to acknowledge that you are listening. Summarize what has been said in order to verify it. Make sure that you are giving your undivided attention to the speaker.
5. Avoid slang and sarcasm.
6. Respect personal space.
7. Defer judgment and do not interrupt.
8. Avoid asking double questions such as “Do you want to me to help you with filling out your application or do you want to take it home?” Only ask one question at a time.
9. Avoid asking negative questions. In English we answer ‘yes’ if the answer is affirmative and ‘no’ if it is negative. In other cultures a ‘yes’ or ‘no’ may only be indicating whether the questioner is right or wrong. For example, the response to “Are you not coming?” may be ‘yes’, meaning ‘Yes, I am not coming.’
10. Be aware of body language, gestures and non-verbal cues.
11. Most importantly, learn how to recognize your own behavioral and communication styles and be willing to adjust for better communication with all clients and co-workers. Be mindful of how gender, cultural and other differences influence the interpretation of non-verbal communication.
12. Be aware of different communication styles, including your own, and constantly educate yourself regarding appropriate cross-cultural etiquette.

3.11

Building Trusting Relationships with Newcomer Families

Welcoming Families

When families begin a new program, specific efforts can be made to welcome them into the program. Some ways include:

- When there is coffee and other refreshments and when the space is especially adapted to be more welcoming, families feel valued and worthy
- Making sure that the family and child are not crowded or overwhelmed, e.g. giving them time to work their way into the program
- Having something visual to focus on helps people to relax
- Initiating conversation
- Sharing a bit about yourself helps them to relate to you

Getting to know Families Slowly

Strong relationships do not happen overnight. Some families will readily seek you out and others may not. It is important never to hint in any way that a parent/caregiver is not com-

petent. It is important to look for the strengths in families and to build on these strengths by showing that you value the,. Start with yourself:

- Are you readily available?
- Does your manner invite conversations (you show interest, smiling, openness?)
- Do you show an appreciation for their practices (not disapproval)?
- Are you aware of any bias you may have and you are trying to overcome it?
- Do you listen to families and come up with ideas together or are you too directing?
- Do you show interest and respect for families (value their ideas, learn from them)?
- Do you model communication that is varied, appropriate and positive?
- Do you handle issues carefully after considering what stresses the family may be facing?

Think what families might be experiencing:

- Culture shock – mourning losses of family, isolation, disorientation, depression
- Loss of status – lack of feeling valued by others (employment, racism, English)
- Loss of culture – unfamiliarity, loss of foods, music, traditions, expectations
- Lack of sleep or inability to eat well – easily sick, unfocused, irritable, weak listening
- Reactions to weather – depression, loss of light, extreme cold, transportation difficulties

Family Information

Educators and service providers can create a form and fill it in over time. This might include information on routines and independence, food or health restrictions, family members and their roles, any changes to the family structure, any traumas, the child's favourite activities, how the child likes to be comforted...This can provide a reason to get to know each other and lets the family know how important they are in the process.

3.12

Effective Communication with Families

Service Providers and Educators as Learners

The family has important information and skills to teach us which will help us as we build relationships with the child. When an educator or service provider shows openness to learning from the parents and the family, the trust begins. When a family member feels valued, they are eager to share their knowledge. When the child sees the parent trusts the educator or service provider, they begin to feel more at ease.

Ways to show an openness and willingness to learn from parents might include:

- Respect the many different methods of child rearing, their goals and knowledge.
- Relationships are important to develop and take time. Hold back before offering advice.
- Flexible approaches leave educators and service providers more open to learning and benefiting from families.
- Listen to families. Have one staff person (e.g. childminder) available to interact only with families at the start and end of the program. This will be safer and make you more accessible.
- Spend time getting to know families in social ways to prevent language overload.

- Let parents avoid conversation. Talking in a foreign language can sometimes be tiring.
- Speak with every parent. Some parents take time to have confidence and warm up to you.
- Match your language to that of the family. Speak a bit slower (but not louder) for parents with less English. Enunciate for clearer understanding. Check for comprehension.
- Caution is needed when handling any issue. Newcomer families have a lot of stress and may be more vulnerable and emotional. Notions of what is private vary greatly. Seek out private space to ensure confidentiality.

3.13

Avoiding Cultural Stereotypes

Be mindful of cultural differences, but do not look for general rules on cultural differences. Instead of making assumptions around cultural differences, ask simple questions such as “how would you prefer that I communicate with you?”

Do not make assumptions around the following:

- handshaking, hugging or touching
- making eye contact
- family structure
- dietary needs

3.14

Providing Services to Diverse Clients

1. Listen and empathize
2. Make it clear who you are and what you are doing
3. Build trust with the individual/community
4. Simple, non-discriminatory language must be used
5. Speak clearly. Repeat yourself using simple/different words.
6. Be aware of your nonverbal language (i.e., gestures, body language) and that of your clients’.
7. Avoid using negatives (Example: “He has been stalking you, hasn’t he?” Replace with “Has John been stalking you?”)
8. Avoid asking leading questions; ask them to use their own words.
9. Learn about cultural differences and norms
10. Respect the unique, culturally defined needs of clients
11. Maintain self-care and boundaries
12. Find out if there is an interpretation budget. If not, advocate for your organization to find the funds to develop one or seek out organizations which can provide such services.

3.15

Judgment Exercise

This exercise is meant to gather your first reactions, not what you think is the right answer. What values do you attribute from a client who:

Is usually 15-20 minutes late for appointments

Does not answer your questions directly

Does not do the tasks that you suggest

Talks when you are talking

Asks you to do extra things to help them

Talks quite loudly

Has strong opinions and wants to debate with you

Is very quiet and humble

Is very negative about Canada

Takes a lot of time during appointments

Now, for each question, think of what else it could be

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

3.16

Communicating with people who have a limited understanding of English Exercise

Instructions: Ask participants to write out the following paragraph as it is being read aloud. You cannot use shorthand:

Two individuals proceeded towards the apex of a natural geologic protuberance, the purpose of their expedition being the procurement of a sample of fluid hydride of oxygen in a large vessel, the exact size of which was unspecified.

One member of the team precipitously descended, sustaining severe damage to the upper cranial portion of his anatomical structure; subsequently, the second member of the team performed self-rotational translation, orientated in the same direction taken by the first team member

from <http://www.citehr.com/58593-complicated-english.html#ixzz0oIQRwycp>

Discussion

Was this exercise hard or easy? Did you feel like you were always one step behind? Do you think a non-Native English speaker might feel like this?

What would have made the exercise easier?

- Facing listener and not turning away while speaking
- Using simpler words (SWISS – Short Words in Short Sentences)
- Allowing time for listener to process the words
- Pausing after phrases or short sentences.
- Repeating yourself, using synonyms if required
- Checking listener comprehension by paraphrasing (not asking “Do you understand?”)
- Writing down important information

Conclusion

Remember this experience when you are trying to communicate to someone with limited English, and be patient!

4. DELIVERY AND IMPLEMENTATION

4.1

Role of the facilitator

Facilitation is the process of encouraging groups to learn by hosting a discussion and providing clarification. Facilitation is based on the adult education model of tapping into the resources of a group and enabling group participation. It is distinct from leading and teaching, largely because the facilitator can learn as much through the discussion as the group does. Historically, cross cultural communication and diversity training has been formatted more along the lines of having someone teach the group; however, this approach has been found to have many limitations which are overcome by the facilitation model. Importantly, facilitation works to empower individuals or groups to learn for themselves.

4.2

Facilitation Tips

- The facilitator has the role of ensuring that the space is safe and welcoming for everyone, although it is the responsibility of all participants to contribute to this. Make sure that everyone is relaxed and comfortable. Be sure to be mindful and to attend to the mood of the group.
- Ideally, facilitation is conducted in pairs since this provides a stronger and more diversified skill set to the group. Having more than one facilitator can also make the workshop or training session feel less like traditional teaching by opening up more space for dialogue.
- It is important to stay focused and to follow the general structure of the training session. If participants mix up the stages then they could become confused and bogged down. The idea is to lay a foundation and then to build knowledge, skills and tools. However, it is also necessary to be prepared for some level of flexibility.
- Attempt to make statements that clarify what has been discussed. Ask the group for feedback and check in to make sure that everyone is clear and focused.
- Stay calm and composed. Some participants will make oppressive comments. Encourage other participants to challenge such statements but intervene if someone's comments are intimidating or silencing others.
- Be aware of your tone and do not put people down. Criticize or challenge statements, rather than those who are speaking.
- Use a variety of approaches to direct and share information since people learn in different ways.

4.3

Planning a Training Session

- Make sure that you do not plan too much for one day. If you keep it reasonably short, then people will be in a better position to stay focused.
- Take the group, their needs and their goals into account. Also keep in mind that participants differ a lot in terms of their level of confidence, experience, social locations, literacy levels, language, amount of encouragement needed to participate, and in the ways in which they learn.
- Create a workshop outline to make sure that all of the content you want to cover is included. It also helps to ensure that you keep the group discussion focused and on track. It is useful to create an overview to remind yourself where you are headed and how much time needs to be allotted to each task or discussion point.

However, avoid constructing a rigid series of steps since there needs to be room for flexibility and one must account for differences in terms of number of participants and levels of engagement with the materials.

- Be prepared to outline some general ground rules at the beginning of the session.
- Prepare a brief agenda for the session.
- Organize the resources and materials that you will need to facilitate the training.
- Make sure that you have an effective feedback system in place so that you can review your own content and style. Typically, handing out an anonymous evaluation or feedback sheet is useful.

4.4

Planning a Training Session

Introduction – 5 minutes

Introductions around the table, check-in, warm-up – 5 minutes

Agenda or Outline of Objectives – 5 minutes

Ground Rules – 5 minutes

Opening Exercise/ Icebreaker: Images of Power – 10 minutes

OR *Opening Exercise/Icebreaker: Communication through Movement – 10 minutes*
Understanding Systemic Barriers to Communication – The Social context of Race and Racism in Canada- 10 minutes

- Provide useful definitions, context, and a brief history of race/racism in Canada and what racism looks like today

Diversity in Peterborough – 3 minutes
Local demographics – 3 minutes
Why diversity matters – 3 minutes
Exercise: Recognizing Cultural Diversity – 10 minutes

Ask participants to get up and to stand in different areas of the room in groups according to where they grew up: City, suburban or rural. Ask participants to share observations and thoughts about the cultures associated with the different communities where they were raised. Group discussion (encouraging people to recognize that there are many different cultures, including communities and the differences between city, suburban and rural living!

Judgment Exercise - 10 minutes

Distribute judgment exercise handouts, and ask participants to complete individually, followed by group discussion.

The Continuum of Cultural Competency- 15 minutes
Communication Exercise – 8 minutes

Ask participants to write out the following paragraph as it is being read aloud. You cannot use shorthand:

Two individuals proceeded towards the apex of a natural geologic protuberance, the purpose of their expedition being the procurement of a sample of fluid hydride of oxygen in a large vessel, the exact size of which was unspecified.

One member of the team precipitously descended, sustaining severe damage to the upper cranial portion of his anatomical structure; subsequently, the second member of the team performed self-rotational translation, orientated in the same direction taken by the first team member

from <http://www.citehr.com/58593-complicated-english.html#ixzz0oIQRwycp>

Group discussion on what was difficult, and what would make the activity easier.

Variables in Cross Cultural Communication – 5 minutes
Barriers to Communication – Service Providers – 10 minutes
Barriers to Communication – Newcomers – 10 minutes
Removing Barriers by Changing your Communication – 10 minutes
Additional tips on cross cultural communication – 10 minutes
Providing Services to diverse clients - 10 minutes
Handling Sensitive Issues – 10 minutes
Check out, closing comments, handouts – 10 minutes

Make sure that there is nothing urgent that needs to be dealt with before you end the session. This is also an opportunity for feedback. It is useful to go around the group and to make sure that everyone has a chance to make any final comments, suggestions etc., so

that no one walks away feeling silenced. Handouts and packages of materials should be delivered at this time.

Feedback – 10 minutes

Make sure you have some sort of feedback process as it is helpful in terms of planning future workshops and for gauging participant satisfaction.

Note: Refer to the resources at the end of this manual for more information on workshop facilitation, content, activities, format and style. The outline provided above is a basic guideline.

4.5

Implementing Cross Cultural Communication and Diversity Training

Cross cultural communication and diversity training helps organizations to achieve their mission or fulfill their mandate while building respectful, inclusive and accessible relationships between management, staff and clients. The following steps are guidelines on how to implement diversity training in organizations.

Firstly, it is useful to gain the support of leadership from the organization or agency (i.e., board members, executives, senior level management, etc.) since staff members are more likely to take cross cultural communication and diversity training seriously if they believe that those in leadership positions value diversity in the organization. Furthermore, it is much more difficult for staff-driven initiatives to succeed since staff members oftentimes do not have the authority to allocate the resources required to implement cross cultural communication and diversity training.

Next, goals and learning objectives that relate to the mission and needs of the organization must be established. Bring together all members including the board, staff, volunteers, grantees, and community members to determine where the organization is currently in comparison to its stated goals and mission. This stage might also involve conducting a needs assessment with local organizations such as the New Canadians Centre and the Community and Race Relations Committee of Peterborough. After identifying needs in organizational and/or individual performance, identify the goals for training. Finally, develop a customized and comprehensive training program with an outside facilitator. These resources can then be used to update your training materials.

Schedule cross cultural communication and diversity training in advance to allow enough time for scheduling presenters, informing participants and developing customized workshops if desired. Once the training date has been determined, keep members of the organization well informed of the upcoming training. The organization or agency in question must also determine whether participation in the training is voluntary or mandatory for staff and/or management. Either way, agencies and organizations should provide advance information to those who will be undergoing training in terms of workshop content, attendance policy, instructional methods and

any potential alternative opportunities. It might also be worthwhile to have a policy in place that addresses requests to be excused from training.

Once the logistics have been determined, it is time to participate in the training session. After the session, make sure that a method for evaluating the effectiveness of the training program is in place. For example, participants can fill out a feedback form, or participants can complete a written test following the training session.

Once training and evaluation is completed, schedule annual updates for staff cross cultural communication and diversity training. It is also useful to require cross cultural communication and diversity training for all new employees. Therefore, cross cultural communication and diversity training should be fully incorporated into the trainings that staff and management receives.

5. PUTTING IT ALL TOGETHER: CROSS CULTURAL COMMUNICATION AND DIVERSITY TRAINING

5.1

Core Components

Set up:

Training is best suited to groups of 10-30. An experienced facilitator can work with larger groups. This training session will take approximately four hours to complete. Ideally, the participants will be arranged in a circular format since this positioning goes a long way to equalize power dynamics by physically arranging people in a non-hierarchical space.

- You will need the following materials:
- A laptop with PowerPoint and DVD capability
- A projector for the laptop and a screen for projection
- A flip chart, chalk board or white board
- Markers, dry erase markers or chalk
- Pens and paper
- Post-it notes to 'park' ideas or items for discussion that might come up
- Handouts
- Evaluation forms
- Registration list (if needed)
- Ideally, beverages and snacks should be provided

Facilitation tips:

- Make efforts to provide a space that is safe and welcoming for everyone. Make sure that everyone is relaxed and comfortable. Be mindful and to attend to the mood of the group.
- Do not rush the discussion or overload participants with information. Attempt to make statements that clarify what has been discussed. Ask the group for feedback and check in to make sure that everyone is clear and focused.
- Remember to take a break!

- Use a variety of approaches to direct and share information since people learn in different ways.
- At the end of the session, the flip chart and other materials that information has been recorded on throughout the duration of the session can be very useful to the participants and the organization in question. It is a good idea to take it upon yourself to collect the materials and to type up the information to distribute to participants. This also provides an opportunity for follow up.

5.2

Facilitating a Training Session with Power Point Presentation for Guidance

Slide 1: Introductions – 10 minutes

- Introduce yourself, describe the topic, and explain what you are doing there.
- Since people need to begin thinking through diversity and their own social locations, if the facilitator is comfortable, then it is a useful practice to openly locate yourself. This also helps to build trust and open communication with the group. Everyone carries multiple identities, experiences and backgrounds. Be thoughtful and let people know who you are!
- Introductions around the table (check-in/ warm-up)
- It is useful to go around the room and make sure that everyone has an opportunity to be introduced. Any kind of warm up is good since it is essentially an exercise in trust building where people can become more comfortable and relaxed with each other and the space. A check in is a good way to gauge where people are in terms of being there, what they feel about the topic at hand, and what kind of things people are hoping will be addressed.

Slides 2 -4: Warm Up- 5 minutes

Have an agenda ready so that people can see where the process is going. Also, explain the general approach of the training, or any other general remarks to orient participants before getting started.

Slide 2 – Objectives

- Understanding systemic barriers to communication – the social context of race and racism in Canada
- Introducing cultural competency
- Identifying strategies for effective cross cultural communication
- Providing services to diverse clients

Slide 3 – Cross Cultural Communication and Diversity Training

- Protecting organizations against human rights violations
- Increasing social inclusion
- Addressing institutional barriers
- Increasing cultural awareness
- Diversifying the organizational space

- Providing opportunities for innovation and creativity
- Promoting teamwork

Slide 4 – *Cross Cultural Communication Theory*

- Cultural sensitivity not based on cognitive learning
- Cultural proficiency is an inside-out approach
- Self-awareness is at the core
- Every interaction is based on the experience of those two individuals (mutuality)

Ground Rules – 5 minutes

- Identify ground rules to build a safe space with the group and to develop a shared understanding of how people are expected to behave throughout the session.
- Ground rules are a good way to focus the group and to get people to know that they have input in the process. It also lets people know that a safe and welcoming space is being created, and that there is something to refer back to during difficult discussions. You should have some basic ground rules in mind, but begin by asking the group if they have any ground rules that they would like to have implemented. Write them down somewhere that is visible for the duration of the workshop. Refer back to them as necessary.
- Some examples of ground rules:
 - everyone gets a chance to speak; but people do not have to talk if they do not want to
 - everyone's ideas are respected and accepted; we can ask for clarification but not criticism
 - everyone's contribution is important
 - try not to interrupt

Slide 5: Exercise – *Images of Power or Communication through Movement* - 10 minutes

Ask participants to stand and to make a space in the room for movement. Ask a volunteer to go into the space and to strike a pose that demonstrates taking power. Ask a second volunteer to enter the space and to strike a pose symbolizing taking power from the first person. Continue this until all participants who are comfortable have gone into the space to take a pose. Ask any remaining participants to share what they see, what is interesting, their observations etc. Follow up with group discussion.

OR

Ask everyone to stand and make a space in the room for movement. Ask all participants to form a circle, and then ask them to turn around so that people are not facing each other. At this point, ask participants to use their body to communication different objects, ideas, activities or concepts. Keep it simple! Ask participants to use their bodies to communication regular objects, such as ice cream or a tree, and to turn around and face the group when they have decided on a pose. Discuss. Do at least three rounds, increasing the level of difficulty. End with more powerful concepts,

such as asking participants to demonstrate racism through their poses. Follow up with group discussion.

Slides 6 - 12: *Understanding Systemic Barriers to Communication – the Social Context of Race and Racism in Canada - 10 minutes*

- Provide useful definitions, context, and a brief history of race/racism in Canada and what racism looks like today
- It is important for the participants to develop a shared understanding of the key terminology for the session. Ask participants for their comments and suggestions as you present each definition. As people discuss the definitions, they become more comfortable using anti-oppressive language.

Slide 6 - Definitions

- Prejudice is a state of mind; a set of attitudes held by one person or group about another. The attitude may be in favour or against a certain individual or group.
- Stereotype is an idea held about a particular group that assumes all members of the group share some general quality, regardless of their individual differences. For example, a stereotypical belief might involve thinking that individuals of a group might be all smart, stupid, hardworking, lazy or dangerous. Stereotyping discounts a person's individuality and personal history.
- Discrimination is an action where a particular group or individual is treated differently, either better or worse, than other groups. Behaviour that results from prejudiced attitudes by individuals or institutions, resulting in unequal outcomes for persons who are perceived as different. Includes the denial of cultural, economic, educational, political and/or social rights of members of non-dominant groups.
- Ask the group "who can have stereotypes, who can have prejudices and who can discriminate?" Anyone can have prejudices and stereotypes but only those with power can discriminate. This should help the group to define racism.
- Ask the group to consider who has power in our society and how they get power.
- Ask people to think about racism as a system that includes stereotypes, prejudice and discrimination, along with the key component of power. Racism is a system which grants one group institutional power over another group. This should address ideas like "reverse racism."

Slide 7 - Definitions

Racism A mix of prejudice and power leading to domination and exploitation of one group (the dominant or majority group) over another (the non-dominant, minority or racialized group). It asserts that the one group is supreme and superior while the other is inferior. Racism is any individual action, or institutional practice backed by institutional power, which subordinates people because of their colour or ethnicity.

Privilege The experience of freedoms, rights, benefits, advantages, access and/or opportunities afforded members of the dominant group in a society or in a given context, usually

unrecognized and taken for granted by members of the majority group, while the same freedoms, rights, benefits, advantages access and/or opportunities are denied to members of the minority or disadvantaged groups.

Barrier An overt or covert obstacle; used in employment equity to mean a systemic obstacle to equal employment opportunities or outcomes; an obstacle which must be overcome for equality to be possible. Speak for a moment on how structural inequalities lead to barriers that people in positions of power and privilege do not face and may not recognize.

- Next, provide a few key points on racism in Canada in order to open up a space for discussion around the ways in which racism continues to influence organizational structures and creates barriers to access.

Slide 8-9 - From "A History Lesson in Racism" by Anne Curry-Stevens (2003)

The formation of Canada was based in racist laws and practices.

- 1492 & on - Europeans land in North America and begin occupation of First Nations land.
- 1600's - Native and Africa people enslaved for 200 years.
- 1797 - Slavery legally abolished in Canada, but is continued until outlawed across the British Empire in 1832.
- 1857 - Gradual Civilization Act provides land and money to aboriginal men who give up their heritage; nothing provided to other Aboriginal peoples. In 1933, federal government gains rights to force this assimilation without aboriginal consent.
- 1867 - Canada is born. Government gives 10 acres of land to white citizens and 1 to black citizens.
- 1876 - Indian Act introduced: all aspects of Natives' life under control of Canadian government. Aboriginal spirituality and ceremonies outlawed.
- 1876 to 1985 - An aboriginal woman and her children lose status when she marries a non-aboriginal man.
- 1867 to 1948 - People of colour denied access to immigrate to Canada, unless Canada needs their labour.
- 1879 to 1996 - Over 100 years of residential school system. Native children seized and forced to assimilate. Abuse rampant. Names changed. Language denied. Aboriginal children have needles struck in their tongues if they speak their native language.
- 1885 - Chinese labourers brought in to build the railroad. Paid ¼ the wages of white workers.
- 1902 - Royal commission describes all Asians as unfit for full citizenship, "obnoxious to free community and dangerous to the state."
- 1908 - Immigration status denied to people considered to be of "any race deemed unsuitable to the requirements of Canada."
- 1939 - Racism finally deemed illegal by Canada's highest court, overturning prior judgments.
- 1941 - Japanese Canadians imprisoned in concentration camps during World War 2. Property seized. No compensation provided.
- 1948 - Asian Canadians gain the right to vote.

- 1951 - Canadian government re-allows aboriginal religious practices.
- 1960 - Native people gain the right to vote.
- 1964 - Ontario schools finally prohibit segregation of black students in public schools.
- 1965 - Last racially segregated school in Ontario is closed.
- 1967 - Race is formally withdrawn as criteria for immigrants seeking admission into Canada.
- 1990 - First black cabinet minister appointment in Ontario.
- 1996 - Last residential school for aboriginal children and youth in Canada is closed.

Slides 10 Compiled from “What does 21st century racism look like?” - Canadian Labour Congress (2003), Anne Curry- Stevens (2003), and Grace-Edward Galabuzi (2001).

- 23% of those living in Canada incorrectly believe that some races are genetically smarter than others.
- People of colour earn 28% less than whites.
- Child poverty for children of colour is 45% while the rate for all children is 26%.
- Those experiencing racism are 100% (twice as frequently) more likely to experience serious mental health problems than the general public.
- Aboriginal youth suicide rates are about 6 times higher than the general population.
- You probably don't often think about being white. How many blacks think about their race at least once a day? 50%

Slide 11 - Employment Inequity

- In Toronto, whites get three job offers for every one offered to a black (when resumes and backgrounds are similar).
- People of colour are less likely to have high paid, high status and unionized jobs. They are more likely to work in cleaning, food service and harvesting. Given their numbers, they should hold 11% of the jobs in law, education, police, fire fighting, airline pilots and controllers, carpentry and electrical trades, but in fact they hold 5% (or less) of these jobs.
- Despite employment equity in the federal public service, people of colour occupy only 4% of the jobs at the management level in the public service.

Slide 12 - Group Discussion

- Open up conversation by asking participants “what does this means to us and why do we need to go over this today?”
- Ongoing consequences include organizational barriers, the shape and form of organizational cultures, prejudiced attitudes among colleagues, co-workers and clients.
- Points to our responsibility as service providers in our community who hold a certain degree of power and privilege to take it upon ourselves to become increasingly educated and to learn strategies for developing an equitable organizational culture.
- Need to account for and respectfully address growing diversity in Peterborough.

Slides 13-16: Diversity in Peterborough: An Overview – 9 minutes

Slide 13 – Diversity in Nogojiwanong (Peterborough)

Peterborough sits on the traditional territory of the Anishnaabe and is originally named and known as Nogojiwanong - place at the end of rapids. For thousands of years this region was known as a gathering spot where different tribes, families and leaders would converge to exchange ideas and knowledge. The area is still home to several First Nations communities, including Curve Lake First Nation, Hiawatha First Nation and Alderville First Nation.

Slide 14 – Diversity in Peterborough

Peterborough and the surrounding area also contain a vibrant history of immigration beginning in 1818 when approximately 120 settlers came to Chemong Lake. In 1825, Irish immigrants arrived from the city of Cork, led by Peter Robinson. Thousands of their descendants remain in the Peterborough area today. Those first immigrants helped to build a prosperous community. New Canadians from around the world continue this tradition today.

Slide 15 – Community Profile

	TORONTO	PETERBOROUGH
Population	2,481,964	71,446
Land Area (sq km)	630.18	58.61
Mother tongue (neither English nor French (%))	48.97	6.42
Knowledge (neither English nor French, %)	5.26	.002
Immigrants (%)	49.98	9.94
Average Earnings (part – and full – time, \$)	37,833	28,57

Slide 16 - Why Diversity Matters

Immigration is increasing Canada's population 5 times faster than birth rate

- By 2011 immigration will account for 100% of labour force growth
- By 2030 immigration will account for 100% of population growth

Canada sees on average 250,000 new immigrants a year

- 50% live in Ontario

Slide 17: Exercise in Recognizing Culture – 10 minutes

- Culture tends to be associated with race and ethnicity. However, culture is a framework of values, attitudes, traditions, beliefs and standards of behaviour that regulate social groups in terms of individual and group behaviour.
- For every aspect of our identity (region and city we live in, religion, sexual orientation, age group) there are a set of standards, beliefs and values that we follow, i.e. a culture. Therefore, individuals and families are members of multiple cultures at any given time.
- It is very dangerous to just utilize visual markers (e.g. race and gender) when attempting to understand someone's cultural background.
- Culture is not fixed, static or unchanging. Culture encompasses a shared experience that develops with the changing social, political and economic landscape.
- Culture intersects in complex ways with other dimensions including class, race, ethnicity, gender, immigration status, ability, and sexual orientation.

Instructions: Ask participants to stand up and to get ready to move around the room. Then, ask them to group themselves according to the following categories:

- City/Suburban/Rural
- Ask participants about their experiences in belonging to each of the groups. Ask people where they have lived, where they have visited and which languages they speak.
- Ask participants to return to their seats and to draw conclusions from the exercise. They might touch on factors such as recognizing the differences and similarities in the room, having more experience with cross cultural communication than initially recognized, and there is a diversity of knowledge and experiences in the room to be shared.

Slide 18: Judgment Exercise – 10 minutes

Ask Participants to complete the Judgment Exercise Handout (below).

This exercise is meant to gather your first reactions, not what you think is the right answer.

What values do you attribute from a client who:

Is usually 15-20 minutes late for appointments

Does not answer your questions directly

Does not do the tasks that you suggest

Talks when you are talking

Asks you to do extra things to help them

Talks quite loudly

Has strong opinions and wants to debate with you

Is very quiet and humble

Is very negative about Canada

Takes a lot of time during appointments

Now, for each question, think of what else it could be

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Slide 19-32: The Continuum of Cultural Competency – 15 minutes

Slide 19 - There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to difference.

1. Cultural Destructiveness
2. Cultural Incapacity
3. Cultural Blindness
4. Cultural Pre-competence
5. Cultural Competence
6. Cultural Proficiency

Slide 20 – Cultural Destructiveness

When a culture is deemed so unacceptable by others that it is destroyed. Examples: holocaust, genocide, and hate crimes.

Slide 21 – Cultural Incapacity

When a culture is deemed to be wrong or less than the dominant culture. Example: “Those people live in Canada now.”

Slide 22 – Cultural Blindness

When a culture is invisible to the dominant culture or people of the dominant culture are blind to it. Examples: Absence of a group’s voice in text books (history) and “I don’t see colour.”

Slide 23 – Cultural Pre-competence

The dominant culture recognizes differences as valid and begins to include them, but sometimes in token ways. Tokenistic inclusion can reproduce stereotypes. Example: Multicultural night – samosas and saris

Slide 24 – Avoiding Cultural Stereotypes

- Be mindful of cultural differences, but do not look for general rules on cultural differences
- Do not assume – ask simple questions
- Do not make assumptions around the following:
 - handshaking, hugging or touching
 - making eye contact
 - family structure
 - dietary needs

Slide 25 – Cultural Competence

Differences are valued and integrated. People are consulted about how they want to be

included. Examples: Consulting groups that are traditionally not consulted with on policy, operating procedures etc; faith and cultural accommodations.

Slide 26 – Cultural Competence

- An active process of learning how to effectively and respectfully interact with a culture that is different from your own
- A mind set to guide people and build confidence: a paradigm shift for some
- The ways that organizational cultures can change to become more inclusive and accommodating to a more diverse set of social groups (policies, practices, values, & behaviors)

Slide 27 – Diversity and Cultural Competence

- Diversity does not equal culturally competency
- Diversity is a starting point for cultural competence
- Cultural competence means being able to leverage what is learned through diversity to support everyone in becoming competent in the institutional environment

Slide 28 – Learning Cultural Competency

- Awareness of one's own cultural worldview
- Knowledge of different cultural practices and worldviews
- Cross-cultural skills
- Positive attitude towards cultural differences

Slide 29 – Learning Cultural Competency Means...

- Challenging our biases and willingness to adapt
- Gaining knowledge of the norms of different cultures
- Listening and understanding
- Recognizing the strengths of people who are different from yourself
- Reaching out to diverse communities
- Knowing the differences between stereotyping and respecting cultural differences

Slide 30 – Learning Cultural Competency Means...

Making people from different cultures feel welcome
Willingness to try new ideas
Ability to interact and build relationships
Using inclusive and appropriate language
Recognizing and respecting communication differences

Slide 31 – Cultural Proficiency

An ideal state where the dominant culture and all cultural groups are working together

in a power sharing dynamic to meet the needs of all people, and where people feel they can safely express their cultural differences and be valued for it. Example: Newcomers being integrated into all decision making processes in the agency or workplace.

Slide 32 – *Continuum of Conversation*

Upward and downward spiral of conversation

Slide 33 – *Exercise in Communicating with People who have limited knowledge of English* – 8 minutes

Instructions: Ask participants to write out the following paragraph as it is being read aloud. Inform them that shorthand cannot be used:

Two individuals proceeded towards the apex of a natural geologic protuberance, the purpose of their expedition being the procurement of a sample of fluid hydride of oxygen in a large vessel, the exact size of which was unspecified.

One member of the team precipitously descended, sustaining severe damage to the upper cranial portion of his anatomical structure; subsequently, the second member of the team performed self-rotational translation, orientated in the same direction taken by the first team member

from <http://www.citehr.com/58593-complicated-english.html#ixzz0oIQRwycp>

Discussion

Was this exercise hard or easy? Did you feel like you were always one step behind? Do you think a non-Native English speaker might feel like this?

What would have made the exercise easier?

- Facing listener and not turning away while speaking
- Using simpler words (SWISS – Short Words in Short Sentences)
- Allowing time for listener to process the words
- Pausing after phrases or short sentences.
- Repeating yourself, using synonyms if required
- Checking listener comprehension by paraphrasing (not asking “Do you understand?”)
- Writing down important information

Conclusion

Remember this experience when you are trying to communicate to someone with limited English, and be patient!

Slide 34-35: Variables in Cross Cultural Communication – 5 minutes

Slide 34 – *Variables in Cross Cultural Communication*

- Eye contact – varies according to the gender, status, age across cultures (lack of eye contact can be a sign of disrespect, inattention, demureness, or respect)
- Physical space between people – varies by cultures and genders (disinterest or aggression)

Slide 35 – *Variables in Cross Cultural Communication*

Touch – all cultures have a “private” area but this will vary according to relations.
 Animation – while gesture may be common to some, over expressiveness may be disdain by others. Social class, gender, and status are variables for expectations around animation.
 Voice tone, volume, pitch, intonation, pause length all vary across cultures and have different meanings

Slides 36-39: Barriers to Communication – 20 minutes

Slide 36 – *Barriers to Communication: Service Providers*

- Preconceived ideas, bias, racism, stereotypes
- Feelings of superiority or power, lack of respect, lack of interest
- Misinterpretation of a gesture, action or words
- Stressed with own worries
- Lack of empathy or understanding of immigrant situations – resentment
- Belief that all immigrants should be grateful, “know their place”

Slide 37 – *Barriers to Communication: Service Providers*

- Difficulty reading facial expressions, understanding accents and interpreting meaning
- Judgements of newcomers – rigid beliefs in one “right” way of doing things – not open
- Telling newcomers what to do
- Weak listening skills

Slide 38 – *Barriers to Communication: Newcomers*

- Stage of culture shock and/or trauma disorders
- Stage of ESL (if there is little accent – we may assume more comprehension)
- Preconceived ideas, bias, stereotypes
- Negativity (stage of culture shock, depression, anger)
- Different perceptions of what is private
- Different values, methods and beliefs

Slide 38 – *Barriers to Communication: Newcomers*

- Asking for help might be a sign of weakness
- Different roles in the family and family dynamics
- Telling educators of service providers what to do
- Weak listening skills
- Feelings of being judged

Slides 40-43: Removing Barriers by Changing your Communication – 10 minutes

Slide 40 – Removing Barriers by Changing your Communication

- Reflect on which newcomer clients you feel are most and least comfortable with (is there a pattern?)
- Learn more about cultures you feel less comfortable with – detach past impressions
- Get to know more about clients – their former occupations, their interests and talents
- Observe clients' communicating and see what you can learn about different meanings

Slide 41 – Removing Barriers by Changing your Communication

- Think of what the newcomer might be experiencing before you communicate
- Develop specific practices to detach your home life when you come to work
- Watch films, read books and talk with others about their experiences coming to Canada
- Echo back what you heard a newcomer say to make sure you got it right

Slide 42 – Removing Barriers by Changing your Communication

- Handle at least two positives for any one negative issues – make it a discussion
- Handle one pressing issue at a time – look for different perceptions, solutions
- Be a chameleon when you speak, e.g. adapt your pitch, tone and volume to the speaker
- Simplifying your speech and use the same word to express the same thing – no jargon

Slide 43 – Removing Barriers by Changing your Communication

- Keep each communication short – Less is more!
- Be positive to newcomers about their strengths – describe newcomers positively to yourself

Slides 44-46: Additional Tips on Cross Cultural Communication – 10 minutes

Slide 44 – Additional Tips on Cross Cultural Communication

- Speak slowly and clearly
- Avoid being condescending or patronizing
- Take turns speaking and listening
- Be supportive and respectful
- Be an active listener
- Use body language and verbal cues
- Summarize what has been said to verify
- Give your undivided attention to the speaker

Slide 45 – Additional Tips on Cross Cultural Communication

- Avoid slang and sarcasm
- Respect personal space
- Defer judgment and do not interrupt
- Avoid asking double questions
- Avoid asking negative questions
- Slide 46 - Additional Tips on Cross Cultural Communication
- Be aware of body language, gestures and non-verbal cues
- Recognize your own behavioral and communication styles and be willing to adjust
- Be aware of different communication styles

Slides 47- 48: Providing Services to Diverse Clients – 10 minutes

Slide 47 – Providing Services to Diverse Clients

- Listen and empathize
- Make it clear who you are and what you are doing
- Build trust with the individual/community
- Use simple, non-discriminatory language
- Speak clearly
- Repeat yourself using simple/different words
- Nonverbal language
- Gestures, body language

Slide 48 – Providing Services to Diverse Clients

- Avoid using negatives
- Avoid asking leading questions
- Ask them to use their own words
- Learn about cultural differences and norms
- Respect the unique, culturally defined needs of clients
- Maintain self-care and boundaries
- Find out if there is an interpretation budget
- If not, advocate for organization implement one

Slides 49-50: Handling Sensitive Issues – 10 minutes

Slide 49 – Handling Sensitive Issues

- Get information ahead of time so you are sure it is accurate and complete
- Listen first and then talk
- Be less agenda driven/less task oriented – ask open-ended questions
- Ask families how they see the issue

Slide 50 – Handling Sensitive Issues

- Encourage families to find their solutions and offer support of their decision-making
- When appropriate, offer a few options and don't expect conformity
- Don't expect another person to see it as you do
- Don't expect it all to happen right away

Slide 51 – Wrap Up- 20 minutes

- Check out, closing comments, handouts
- Make sure that there is nothing urgent that needs to be dealt with before you end the session. This is also an opportunity for feedback. It is useful to go around the group and to make sure that everyone has a chance to make any final comments, suggestions etc., so that no one walks away feeling silenced. Handouts and packages of materials should be delivered at this time.
- Feedback and Evaluation
- Make sure you have some sort of feedback process as it is helpful in terms of planning future workshops and for gauging participant satisfaction. Evaluation materials are included in the resources section.

6. ADDITIONAL EXAMPLES OF CROSS CULTURAL COMMUNICATION AND DIVERSITY TRAINING SESSIONS

1. Anti-Oppression and Cross-Cultural Communication for Kawartha Sexual Assault Centre – Carolyn Givogue, Community and Race Relations Committee (presentation adapted from Yvonne Lai, New Canadians Centre)
2. Diversity Awareness (delivered to Peterborough Lakefield Community Police) – Karolyn Givogue, Jim Drennen, Ki Alleyne, Maryam Monsef
3. Diversity and the Inclusive Classroom – Debbie Harrison, Fleming College, Diversity Office
4. Cross-Cultural Communication - Julie Dotsch, New Canadians Centre
5. Cross-Cultural Interviewing: A Training for Human Resources and Hiring Managers (<http://www.upwardlyglobal.org/interviewing/>)

7. LIST OF FACILITATORS

Organization-based Facilitators:

New Canadians Centre – Tamara Hoogerdyk (tamara@nccpeterborough.ca)

Community and Race Relations Committee - Carolyn Givogue (racerelation@gmail.com)

YWCA - Joëlle Favreau (jfavreau@ywcapeterborough.org)

YWCA/ Compass Training Centre - Heidi Schaeffer & Gisele Lalonde
(learn@compasstraining.ca)

Community and Safe Spaces Initiative – Ayendri Perera (safespacesnow@gmail.com)

Fleming College, Diversity Office - Debbie Harrison (debharri@flemingc.on.ca)

Trent International Program – Michael Allcott (michaelallcott@trentu.ca)

Trent Human Rights Office – Anthony Anirud (anthonyanirud@trentu.ca)

PARN-Your Community AIDS Resource Network – Peter Williams (peter@parn.ca)

Independent Facilitators:

Zahra Murad: zahra_murad@yahoo.ca

Zahra Dhanani: templecat@sympatico.ca; <http://www.zahradhanani.com/>

Chet Singh: chets@bell.net

Aaron Cavon: aaroncavon@yahoo.ca

Julie Dotsch: oneworld@sympatico.ca

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For more information, please visit: https://www.notohate.ca/index.php?option=com_content&view=article&id=1&Itemid=8

Creating Spaces and Services that are Accessible and Welcoming to Newcomers

INTRODUCTION

1

Introduction

Creating and implementing accessible spaces and services for newcomers is essential in order for agencies and community groups to better serve newcomers, and to build a socially inclusive community. By involving the considerations of new Canadians experiences, and by following the suggestions and best practices provided below, the unique needs of newcomers will be better met.

2

Accessible and Welcoming Spaces for Newcomers

In order to create a space that is accessible and welcoming to newcomers, the organization and/or workplace must develop organizational cultural competency. This can be achieved through the following:

Training front line staff and management in cross-cultural communication and diversity
Completing board diversity training:

- Developing and implementing immigrant-friendly policies and procedures, including anti-racism and board diversity policies
- Ongoing assessments of the impact of trainings and policies
- Engaging newcomers in conversations around making the organization and/or workplace more accessible and welcoming

3

Accessible and Welcoming Services for Newcomers

It is essential to provide services that are accessible to newcomers. Below are some tips on creating accessible services:

Use plain and clear language on all of your materials and literature

- To evaluate the accessibility of the language being used in your materials and literature, and for helpful tips and guidelines, please see the web tool Clear Language and Design at: <http://www.eastendliteracy.on.ca/clearlanguageanddesign/readingeffectivenessstool/>

Use visuals, such as pictures, instead of words whenever possible

- For example, the picture displayed below indicates that there is an inclusive washroom. This particular example includes text as well. However, depending on the nature of the message, a picture alone might be sufficient.

Provide organizational materials and literature in different languages

- See attached posters in English and Spanish

Provide visuals (posters and general signage) in top nine languages

- The top nine languages are Spanish, Mandarin, Cantonese, Taglog, Korean, Arabic, Urdu, Farsi and Somali

In your organization, put up posters in different languages stating “If you are having difficulty reading this, please contact the New Canadians Centre at (705) 743-0882, faye@nccpeterborough.ca, or stop by at 205 Sherbrooke St. Unit D”

Whenever possible, have multilingual front-line staff

Make your website immigrant-friendly

- For tips and guidelines, please see the resource on “How to make your website more immigrant-friendly”

Provide Google translate on website

- <http://translate.google.com/#>
- http://translate.google.com/translate_tools?hl=EN

Provide New Canadians Centre (NCC) brochures at you organization

- <http://www.nccpeterborough.ca/>

Become member of Peterborough Partnership Council on Immigrant Integration (PPCII)

- <http://ppcii.ca/>

Provide translation and interpretation services

- Prioritizing when and how to provide depends on each organization; should have a policy and, ideally, a budget (NCC can help to create policy). In general, what an organization feels to be essential services, where communication has been tried without an interpreter.
- Determining funds for free translation services: For example, free interpretation related to domestic violence (for ex, a woman who left an abusive relationship could have free interpretation for consulting a family lawyer).
- Free interpretation is available from CEO Translation & Interpretation (brochures available at NCC).
- Volunteer vs. pay outline: up to each organization to determine
- In general, a certified interpreter is needed when:
 - The interpretation involves sensitive issues where confidentiality is a concern (this is an especial concern in a small community such as Peterborough) and/or

- Exactness of interpretation is especially important (e.g. during a medical examination)
- When using an interpreter, keep the following tips in mind:
- Could there be a conflict of interest?
- How comfortable is the individual? If they look uncomfortable, stop. Arrange for another interpreter.
- Talk to the individual, not the interpreter
- Do not try to understand what they are saying in their own language
- Use short sentences
- Do not use summaries or discussions
- Answer proportionally to the question
- Check instructions
- If possible, keep one interpreter throughout process
- Explain your role
- Explain process
- Explain other people who may be involved
- Explain next steps, how to get in touch

NCC can assist in the following ways

- Staff are generally not able to provide interpretation services but may do so in emergency situations (the current staff speak Spanish, Hungarian, and Mandarin)
- Provide a list of volunteer interpreters; however, there are many problems with volunteer interpreters that must be kept in mind:
 - May not be able to provide quickly or for some languages
 - Not trained; accuracy may be compromised or
 - Problems with confidentiality, especially in a small community such as Peterborough
 - Provide information on certified interpreters through Central Eastern Ontario Translation and Interpretation Services (free for victims of domestic violence)
 - Train staff in multicultural communication
 - Work with organization to develop interpretation policies/materials

For information on translation and interpretation services, please visit Central Eastern Ontario Translation and Interpretation Services at <http://www.quis-immigration.org/translate.html>

4

Resources

Central Eastern Ontario Translation and Interpretation Services

<http://www.quis-immigration.org/translate.html>

Clear Language and Design:

<http://www.eastendliteracy.on.ca/clearlanguageanddesign/readingeffectivenessstool/Literacy>

Community and Race Relations Committee of Peterborough

www.racerelationspeterborough.org

www.anti-racism.ca

New Canadians Centre
<http://www.nccpeterborough.ca/>

Ontario Centre South (LOCS)
<http://www.locs.on.ca/>
http://www.locs.on.ca/C_peterborough_county.htm

Peterborough Partnership Council on Immigrant Integration
<http://ppcii.ca/>

Workplace Integration Centre
www.workplaceintegration.ca

Youth Friendly/Accessible Language
<http://www.fvkasa.org/resources/files/history-language.pdf>

Additional Tools and Resources

1. ADDITIONAL TOOLS AND RESOURCES FOR:

1.1 Building Welcoming Communities: Advocating for Attraction and Retention of Newcomers

Guidelines for Multicultural Collaboration
Integration-Net.ca

Tips for Organizing a Multicultural Diversity Event
Integration-Net.ca

Quiz: What am I Doing to Welcome Diversity
Integration-Net.ca

1.2 Immigrant-Friendly Workplace Policies

An Organizational Checklist for Racial Equity
Pillar Nonprofit Network

A Place for All: A Guide to Creating an Inclusive Workplace
Canada Human Rights Commission

Anti-Discrimination, Access & Equity Policy

New Canadians Centre

Anti-Harassment Policies For The Workplace: An Employer's Guide

Canadian Human Rights Commission

A Welcome That Works: Retaining Skilled Immigrants in the Workplace

Immigration New Zealand

Best Practices for Working with Homeless Immigrants and Refugees

Access Alliance Multicultural Health Centre

Diversity Briefing: Questions for Directors to Ask

Chartered Accountants of Ontario

Diversity in Governance: A Toolkit for Inclusion on Nonprofit Boards

The Maytree Foundation

Equality and Diversity Police

Cross Keys Homes

Employment Systems Review: Guide to the Audit Process

Canadian Human Rights Commission

Making A Change Together: A Resource Handbook for Promoting Access to Professions and Trades for Foreign-Trained People in Ontario

Skills for Change and Centre for Research and Education in Human Services

Policies and Practices Adopted by Companies In GTA And Their Relevance To Meeting Muslim Women's Workplace Needs

Women Working With Immigrant Women

Race Matters: Guidelines for Achieving Staff and Board Diversity

The Annie E. Casey Foundation

Race Matters: Organizational Self-Assessment

The Annie E. Casey Foundation

Racial Equity Policy

Department of Education, Province of Nova Scotia

1.3

Cross-cultural Communication and Diversity Training

An Educator's Guide for Changing the World: Methods, Models and Materials for Anti-Oppression and Social Justice Workshops

Centre for Social Justice

Anti-Oppression Training Experiential Activity Questions

Quiz: What does 21st century racism look like?

Ten tips for cross-cultural communication

Capacity Building Toolkit

Canadian Ethnocultural Council

Cultural competency: A self-assessment guide for human-service organizations

Cultural Diversity Institute at the University of Calgary

Inclusive Language Fact Sheet

Fleming College

Expanding the Circle: People who Care about Ending Racism

Centre for Social Justice

Sample: Discovering Diversity Profile

ProEdge Skills Inc.

Workshop Outline: Managing Diverse Teams of Students

Fleming College

1.4

Creating Spaces and Services that are Accessible and Welcoming to Newcomers

Helping You Help Newcomers: How the New Canadians Centre can help you, your staff and your clients

New Canadians Centre

How to Make Your Website More Immigrant Friendly

TekDesk

Guide to Public Transit in Peterborough - English & Spanish Posters

www.welcomingcommunitiesontario.ca/Peterborough

2. EVALUATION FORMS

2.1

Pre-training Evaluation Form

The Newcomer Integration Toolkit aims to support social service agencies by providing resources that will enable the community to better meet the unique needs of newcomers. NCC and CRRC staff are available to assist agencies in determining priority areas and implementing measures.

Please circle YES, NO or SOMEWHAT/SOMETIMES for each of the items in the check-lists below so that we can assist you in determining which areas of the toolkit to prioritize and implement in your organization.

1. Do staff, management and/or volunteers receive diversity or cross-cultural communication training?

YES NO SOMEWHAT/SOMETIMES

2. Does your organization train or educate staff on how to provide services to diverse clients?

YES NO SOMEWHAT/SOMETIMES

3. Does your organization train or educate staff on how to communicate with someone whose first language is not English?

YES NO SOMEWHAT/SOMETIMES

To improve your performance in these areas, the Cross Cultural communication and Diversity Training component of the toolkit is recommended.

4. Does your organization have anti-racism policies?

YES NO SOMEWHAT/SOMETIMES

5. Does your organization have a diversity policy for the board or decision-making body?

YES NO SOMEWHAT/SOMETIMES

6. Is valuing diversity articulated in your organization's mandate or mission statement?

YES NO SOMEWHAT/SOMETIMES

b) Have these policies been communicated and are they implemented on the front line?

YES NO SOMEWHAT/SOMETIMES

7. Has the organizational culture of your organization been assessed?

YES **NO** **SOMEWHAT/SOMETIMES**

8. Do all of the mandatory human resources policies and procedures in your organization include immigrant-friendly provisions, references and measures?

YES **NO** **SOMEWHAT/SOMETIMES**

9. Does your organization have an anti-discrimination workplace policy?

YES **NO** **SOMEWHAT/SOMETIMES**

10. Does your organization have an employment equity policy?

YES **NO** **SOMEWHAT/SOMETIMES**

11. Does your organization have a workplace diversity policy?

YES **NO** **SOMEWHAT/SOMETIMES**

12. Does your organization have a policy that addresses contract workers and employment status?

YES **NO** **SOMEWHAT/SOMETIMES**

To improve your performance in these areas, the Immigrant-friendly Workplace Policies component of the toolkit is recommended.

13. Are staff, board and volunteers aware of the benefits of immigrant attraction and retention, including the social and cultural benefits?

YES **NO** **SOMEWHAT/SOMETIMES**

14. Are staff, board and volunteers aware of the contributions that newcomers make to social service agencies?

YES **NO** **SOMEWHAT/SOMETIMES**

15. Are staff, board and volunteers aware of the barriers and local factors that impact retention rates?

YES **NO** **SOMEWHAT/SOMETIMES**

16. Are staff, board and volunteers aware of the elements that contribute to a welcoming and inclusive community?

YES NO SOMEWHAT/SOMETIMES

To improve your performance in these areas, the Advocating for the Attraction and Retention of Newcomers component of the toolkit is recommended.

17. Does your organization use clear and plain language for all of its materials, including using visuals whenever possible?

YES NO SOMEWHAT/SOMETIMES

18. Are organizational materials provided in different languages?

YES NO SOMEWHAT/SOMETIMES

19. Does your organization have multi-lingual staff?

YES NO SOMEWHAT/SOMETIMES

20. Is your website immigrant-friendly?

YES NO SOMEWHAT/SOMETIMES

21. Does your organization have a budget and a policy for translation and interpretation services?

YES NO SOMEWHAT/SOMETIMES

To improve your performance in these areas, the Accessible Spaces and Services component of the toolkit is recommended.

22. Do you think that your organization would benefit from one-on-one support to make a work and implementation plan for components of the toolkit? If so, which components?

If you are interested in one-on-one consultation and support, please provide your contact information below, so that we can get in touch with you.

2.2

Train-the-Trainer Evaluation Form

1. What are the three most important things you learned during this training?

2. Please briefly describe one strategy you might use to reduce discrimination, and to provide immigrant-accessible services in your work place.

3. Please rate the training in terms of its impact and usefulness in the following areas, using the scale below. Circle the numbers that apply to your opinions.

1 = NOT USEFUL AT ALL 5= VERY USEFUL

Area	1	2	3	4	5
Useful in your daily work	1	2	3	4	5
Increasing your capacity to provide immigrant-friendly services	1	2	3	4	5
Increasing your organizations capacity to be more inclusive of newcomers	1	2	3	4	5

4. Do you think you will have the opportunity to utilize the practices and/or skills that you've learned about in the next three months?

YES

NO

5. If yes, please briefly describe when and how you might apply these practices and/or skills.

6. If no, please explain why you will not be able to utilize these practices and/or skills within the next three months.

7. Do you feel that your organization would benefit from one-on-one support to make a work and implementation plan for components of the toolkit? If so, which components?

8. If you are interested in one-on-one consultation and support, please provide your contact information below, so that we can get in touch with you.

2.3

Training Evaluation Form

We are interested in your assessment of the training provided and would like to ask you to complete the form. For each statement, please check if you agree or disagree using a rating scale from “1” to “5”. A rating of “1” indicates that you strongly disagree with the statement and a rating of “5” indicates that you strongly agree and “3” is the level where you neither agree nor disagree.

CATEGORIES	CHECK YOUR RESPONSE				
	STRONGLY DISAGREE - STRONGLY AGREE				
Preparation	1	2	3	4	5
The invitation for the training stated the goals clearly					
I was given enough information to prepare for the training					
Content Delivery					
The goals of the training were clearly defined					
The topics covered were relevant					
Each session stated the objectives clearly					
There was sufficient opportunity for interactive participation					
The format allowed me to get to know the other participants					
The training was too technical and difficult to understand					
The training experience will be useful in my work					
I got most of my questions answered during the training					
The materials were pitched at the right level					
The materials for the training were helpful					
The schedule for the training provided sufficient time to cover all of the proposed activities					
The handouts provided were helpful					
Facilitator					
The facilitators were knowledgeable about the topic					
The facilitators were well prepared for the session					
The facilitators encouraged active participation					
The facilitators answered questions in a complete and clear manner					
The facilitators used variety of training methods					

CATEGORIES (CONT.)	CHECK YOUR RESPONSE STRONGLY DISAGREE - STRONGLY AGREE				
The facilitators were respectful of the different skills and values presented by the participants					
The facilitator modeled cross-sector collaboration					
Facility					
The meeting room and related facilities provided a comfortable setting for the training					
The location for the training was convenient for me					
The refreshments and food provided were of good quality					
The tools and equipments during the sessions worked well					
The sessions lasted about the right amount of time					
General Satisfaction:					
The goals of the training have been met					
I am satisfied with my increased understanding of the topic					
This training is among the best trainings I have received on the topic					
I was generally very satisfied with all aspects of this training event					
I plan to keep in contact with professionals I met at the training					
I plan to share the information I received during the training with other workers in my agency					
The training provided me an opportunity to meet other professionals from different disciplines and backgrounds					
I was satisfied with the variety of training methods used					

How do you hope to change your practice as a result of this training?

What additional training would you like to have in the future?

Additional Comments:

2.4

Post-training Evaluation Form

What are the three most important things [or topics] you learned during this training?

- 2. Was an appropriate amount of material covered during this training? If not, was too much material covered or too little?

- 3. To what extent do you expect this training will make a difference in the way you do your job?
(1 = No Difference 5 = Tremendous Difference)

1 2 3 4 5

Comments:

- 4. Do you think that your organization would benefit from one-on-one support to make a work and implementation plan for components of the toolkit? If so, which components?

- 5. If you are interested in one-on-one consultation and support, please provide your contact information below, so that we can get in touch with you.

