

Developing Immigrant Settlement Services

A Guide for Communities

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This guide was facilitated and written by Prairie Global Management.

Introduction

This guide was prepared by Manitoba Immigration and Multiculturalism's Settlement and Labour Market Services Branch to explain how to help immigrants settle in your community. It discusses the needs of newcomers and suggests how you can help them become full, contributing and content members of your community. The community itself can help in the process, but to provide formal services a mandated organization or individuals must be provided with guidelines and tools.

Immigrant and the community adapt to each other

Settlement is the process by which immigrants and their new community adapt to each other as the newcomers integrate into their new home, culture and society. Settlement generally focuses on immigrants because they must make significant adjustments. But it's important to understand that the host community also changes when immigrants arrive and begin to participate at various levels within society. These changes can occur willingly or unwillingly.

The settlement process can be viewed as a continuum as immigrants move from acclimatization to adaptation to integration.

Settlement ¹



Acclimatization: When immigrants deal with their immediate, basic needs and are becoming familiar with their new environment, including customs, language, governmental and social systems, rights and responsibilities, even the weather. Life is in a state of flux.

Adaptation: When immigrants gain more in-depth and specific knowledge about their new environment, reassess personal goals, develop social networks and become more independent. Life is reasonably stable but still in transition. Energy is spent mostly on improving their level of overall functioning.

Integration: When immigrants have developed a sense of “connectedness” to Canada and their new community. They have attained a stable means of livelihood, function independently and confidently, and are contributing members of society. They are reasonably satisfied with life and their status. ²

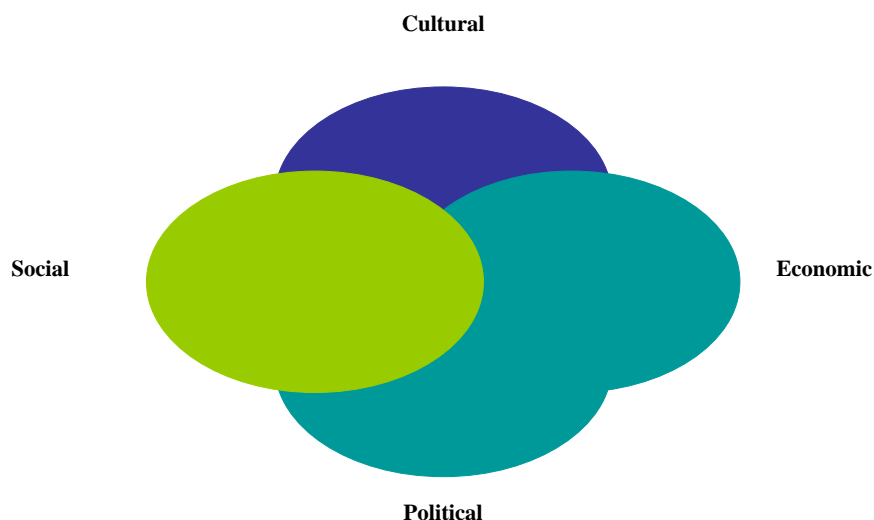
For the community the settlement process must occur in a way that has a positive impact on its various sectors. Having an informal network of community “ears” can keep you apprised of issues so they can be addressed before they become a major concern.

More about the community's role in settlement is discussed later in this guide.

¹ Best Practices in Settlement

² Attracting and Retaining Immigrants: A Toolbox of Ideas for Small Centres. Chapter 5

Integration involves all aspects of community life



This diagram shows four “spheres,” or aspects, of society – the cultural, economic, political and social.

A newcomer may integrate more quickly and to a greater degree in one area than another. For example, the person may be well on his or way to learning Canada’s culture and customs but is still unemployed.

The newcomer’s progress or lack of progress in one sphere affects his or her integration in the other areas. Research has shown, for example, that those who succeed in integrating economically – becoming gainfully employed – more easily integrate socially and culturally.³

In order for immigrants to achieve full participation in their new community, they and the community must address factors in each sphere:

- language
- access to employment
- cultural orientation
- recognition of work and educational qualifications and experience
- racism/discrimination
- family reunification
- immigration status
- building communities

Key issues in settlement

While a new person or family’s immediate concerns are finding a place to live, receiving initial orientation and getting the appropriate government documents, the

³ Gertrud Neuwirth in “Settlement Indicators,” INSCAN, Vol 11 (2), Winter 1997

key factors that determine the duration of the settlement process are language, employment, as well as family support and community connection.

Learning English is the foundation

Poor language skills hinder a newcomer's ability to find work and make arrangements for everyday living. Settlement is faster if someone isn't saddled with learning English while they are dealing with unfamiliar circumstances.

Often an immigrant's first contact with the community is in a language training class. The teacher may discover that the person needs other settlement assistance. Similarly, when an immigrant is seeking settlement services the provider may recognize his or her need for language training.

Another publication from Manitoba Immigration and Multiculturalism – Adult English as an Additional Language: A Guide for Communities – further discusses the needs for learning services and how to provide them. All publications are available at immigratemanitoba.com.

Having a job hastens integration

Employment leads to economic integration and research has shown that those who succeed in integrating economically will more easily integrate socially and culturally.

Family and community can provide support

If a newcomer has family members already living in the community, the family generally assists the immigrant through the settlement process while providing cultural and familial support. It also helps when the newcomer feels connected to the community through social, civic, religious and other activities.

What are settlement services?

Settlement services are a range of programs and supports that address the challenges newcomers face as they enter, and grow into happy and productive members of, their chosen community. These may include:

Initial settlement

- reception, information and orientation
- determining needs and referral to appropriate services
- support counselling
- adjusting to new culture, customs and social norms
- getting documents such as Social Insurance Number, Manitoba Health Card
- connection to the community

Language training

- learning English, at various levels and for various purposes (eg. basic communication skills, English for the workplace, etc.)

Employment assistance

- orientation and planning
- job search skills
- job experience placement
- employment counselling and placement
- having work qualifications and experience recognized
- referral to skills-upgrading and certification programs

Long-term integration

- continuing education, career growth
- participation in the community
- working toward achieving citizenship
- sponsoring the immigration of family members still overseas
- contributing to Manitoba's multicultural society

Specific examples of settlement services

The following table outlines specific services, their objectives and the people or groups they benefit. Note that some services also serve members of the host community.

Specific services	Service objectives	Beneficiaries of services
<ul style="list-style-type: none"> ▪ Orientation ▪ Language assessment, referral ▪ Employment and career counselling, job placement, skills upgrading, certification programs ▪ Community, multicultural programs ▪ Citizenship programs 	<ul style="list-style-type: none"> ▪ Services to help immigrants (individually and as community members) develop the skills and knowledge to participate in society ▪ Services to help the host community ▪ Services to promote multiculturalism 	<ul style="list-style-type: none"> ▪ Immigrants ▪ Host community ▪ Ethnocultural communities
<ul style="list-style-type: none"> ▪ Advocacy on behalf of immigrants with public institutions, etc. ▪ Translation and interpretation ▪ Community, volunteer, integration programs 	<ul style="list-style-type: none"> ▪ Services to build a bridge between immigrant and society 	<ul style="list-style-type: none"> ▪ Immigrant ▪ Host community ▪ Ethnocultural communities
<ul style="list-style-type: none"> ▪ Family counselling ▪ Other counselling & support groups ▪ Health programs ▪ Mental health services 	<ul style="list-style-type: none"> ▪ Services adapted to address the special needs of immigrants 	<ul style="list-style-type: none"> ▪ Immigrants
<ul style="list-style-type: none"> ▪ Public education ▪ Cross-cultural & anti-racism training for mainstream service providers 	<ul style="list-style-type: none"> ▪ Services to help the community adapt to newcomers 	<ul style="list-style-type: none"> ▪ Host community ▪ Mainstream service organizations

Who should receive settlement services?

A community that wants to attract immigrants should provide free services to all newcomers: provincial nominees (including spouses and adult children); permanent residents; Canadian citizens born outside Canada, and refugee claimants. Helping newcomers integrate is an incentive for them to remain in your community.

How long settlement services may be needed?

Immigrants are most likely to need settlement assistance during the first year of their arrival. Some people may continue to use some services for five years or more. (Note that if an immigrant's health and human service needs are not met in the earlier stage, addressing them later will usually demand more resources.)

The settlement process may be longer for immigrants who have emotional or other issues due to strife such as war or natural disasters in their home country. Moreover, many years after settlement there may be a generation gap as parents clash with their Canadian-born children over cultural and other issues.

The Appendix includes a table which illustrates, in a series of stages over five years, issues newcomers may experience.

Who pays for settlement services?

Provincial government support

The Manitoba Immigrant Integration Program (MIIP) may provide funding and staff support to communities whose settlement support programs meet the MIIP mandate to facilitate language training and the economic and social integration of immigrants.

Services supported by MIIP are intended to complement what existing mainstream services provide. They are not to create parallel immigrant settlement systems.

Project officers from the Settlement and Labour Market Services Branch are available to consult with your community about your needs and resources.

Additional funding sources

Communities that have successfully attracted and are working with newcomers have received financial support from organizations including:

- United Way
- charitable donations from individuals, foundations and groups
- fundraising
- the parent agency of a local community service organization

Who should lead and deliver settlement services?

The provision or co-ordination of services becomes more organized as the need grows. The "evolution" of settlement services is discussed later in this guide.

However much your services are organized, some person or group must be given direction to deal with newcomers on behalf of the community.

Volunteers

When the number of immigrants in your community is low, or their arrival is unplanned, settlement services are often initially provided informally by volunteers who “stumble upon” immigrants at church and other social gatherings. At that level of organization, services may simply be a matter of distributing information to newcomers or of working with them personally.

If services are provided by volunteers, give them instructions – the goals they should achieve and how to do so – as well as training and other support. Identify a “go to” person to whom immigrants and the community can direct their inquiries.

Settlement Worker

Your community's need for settlement services may be such that a settlement worker should be hired. The role of a settlement worker is discussed later in this guide.

Specialized agency

Generally, settlement services are delivered or overseen by a community-based agency with a volunteer board of directors. This may be a civic body or non-profit organization such as your chamber of commerce or economic development office.

Preparing to deliver settlement services

Do your homework

Knowing the character of your community – its social, financial, government services, the educational and employment picture, cultural and recreational facilities – is an crucial step in preparing a immigrant settlement program. Do your “community homework” in order to know where are and how to get the many services required in the settlement process.

Community Services Checklist

Personal identification

- Know how to get a Manitoba Health Card, Social Insurance Number and Driver's Licence

Financial supports

- Understand the types of financial supports an immigrant is entitled to receive from provincial and other government programs

Housing

- Know who has information about private and public housing, real estate and rentals
- Know other information sources – bulletin boards, the weekly newspaper, online
- Understand the types of rental units – basement suites, bachelors, semi-detached homes
- Know about renter obligations and rights

Education

- Know the location of public and private schools
- Make contact with the administration of schools and the school division
- Know the contacts and the process for school registration
- Know what adult education and training options are available

- Know how English as an Additional Language education is delivered

Employment

- Be familiar with employers and job openings they may have
- Develop a working relationship with them and with local employment agencies
- Be familiar with employment standards and workplace safety legislation; keep reference materials on hand
- Understand the deductions from a typical pay cheque so you can explain them to immigrants

Health

- Be prepared to describe Canada's public health care system
- Know the range of available health services – family doctors, mental health services, dentists

Financial agencies

- Know the location of banks and credit unions; understand the paperwork to open an account
- Know the location of mortgage brokers, ATM machines, insurance companies

Communication services

- Know how to get a home phone, Internet access, cable TV, a cell phone
- Know public services such as free Internet access, postal services, the news media
- Familiarize yourself with international calling cards

Shopping

- What options does your community have for buying groceries and other products?
- Locate garden markets, ethnic food stores, used clothing, houseware and furniture stores

Recreation and social

- Be familiar with social, recreational and cultural community groups, programs and facilities of interest to children, adults and families

Use 'tools' to assist in service delivery

Having become familiar your community's services and key contacts, you now need to develop tools to assist you in the delivery of settlement services.

Settlement Service Toolkit Checklist

- √ community orientation guide that lists your settlement services, eg. a booklet, website
- √ marketing materials for your settlement services, eg. a brochure, CD or DVD
- √ job descriptions and standardized contracts for those working in service delivery
- √ immigrant intake form to record a newcomer's needs at first visit
- √ confidentiality agreement (for gathering information from clients)
- √ referral forms to direct newcomers to services they need

The community's role in settlement

Community participation benefits everyone

Your community changes when immigrants arrive and begin to participate at various levels within society. Therefore community participation and support can help ensure the process unfolds smoothly to the benefit of both.

Here are some examples of community participation:

Community monitors: An informal network of "community ears" can monitor the process and provide feedback in order to address issues or challenges that may arise in the community or among newcomers before they become a major concern.

Volunteers: Volunteers play an important role in settlement: assisting as settlement partners; in translation and interpretation; through “welcome wagon” activities and, possibly, the overall management and execution of settlement services.

Settlement partners: Locally developed partner programs provide a “friend” to help immigrants settle – dealing with many of the issues discussed previously. In return, the partner gains new friends and learns about other cultures. Such programs strengthen community life and help the community adapt to its new residents.

Ways to recruit partners include advertising or placing public service notices in newspaper, radio, TV, church missals, bulletin boards in stores and offices or online, and making presentations to service groups.

Compile a list of interested individuals and include information on languages spoken, occupation and interests to help appropriately pair newcomer and partner.

Networks of expertise: Creating a willing “network” of local people who have expertise in a particular area can help you work more effectively with community partners, help your immigrant clients become engaged in their new community and promote your settlement services and programs.⁴

Creating a ‘welcoming community’

People usually like to think that they and their community are friendly and welcoming. But the notion of a hospitable community goes behind the surface. It extends into the fabric of your community and the way it functions.

The key characteristics of a welcoming community are:

- respect for cultural, religious, ethnic diversity
- public services
- education
- health and wellness
- work and advancement
- public safety

To help you evaluate your community image that you are new to town and are faced with unfamiliar people, institutions and ways of doing everyday things. When it comes to differences in language, dress, diet, customs and other culturally determined characteristics, is your community sensitive, tolerant and supportive?

Respect for diversity: A community becomes more accepting as its population becomes more diverse. With concerted effort the process can be hastened.

Resources to help understand the concept of a welcoming community and to help your community gain this characteristic include:

- <http://portfolio.project.tcnj.edu/summer2004/Cohen/Cultural%20Diversity.htm>
Accommodating for Cultural Diversity in the Classroom

⁴ Settlement.org – Community Development and Networking

▪ <http://www.pilambda.org/horizons/78-2/manning.pdf>
Understanding Diversity, Accepting Others: Realities and Directions

▪ <http://www.un.org/rights/dpi1627e.htm>
The Challenge of Human Rights and Cultural Diversity

Public services: Your community's public services – police, hospitals, recreational facilities – must be able to address newcomers' needs. For starters, they must be easy for people to find and use. Now imagine a non-English or non-French speaker making a 911 call or trying to communicate with a public service worker.

Education: Are good educational facilities available and ready to accommodate the special needs of recent immigrants? Include elementary, secondary, post-secondary and adult continuing education in your assessment.

Health and wellness: Immigrants need to feel confident that your community can provide adequate resources to keep them well, enhance their well-being and deal with illness and emergencies.

Public safety: Immigrants may come from countries where personal and community safety is a dramatic concern. While it's important to tell newcomers about issues in your community, don't exaggerate. Instead, accentuate the positive.

The following is a checklist of some questions that you can use to determine your community's "welcoming factor."

Welcoming Community Checklist

- √ Has your community ever been seen as closed to people "from away?"
- √ Do you have a community "welcome wagon" program? If so, how well is it resourced?
- √ Is there a package of orientation information about your community available for immigrants?
- √ How do you know when there is someone new in your community?
- √ Whose job is it to welcome immigrants?
- √ How does your community officially recognize immigrants among you?
- √ Where would an immigrant turn for information? For advice? For helpful tips?
- √ What would happen if an immigrant doesn't speak the community's common language?
- √ How available is English as an Additional Language instruction?
- √ How will your school administration, teachers and pupils deal with new kids, particularly those who may be culturally different from the mainstream and speak another language?
- √ How might you replace an immigrant's lack of family or ethnic ties?
- √ Where would an immigrant go for employment information? For recognition of foreign work and academic credentials?
- √ Is housing advice available? Does your community have vacancies in a range of prices?
- √ If racial or other discrimination happens to a newcomer, how would the community deal with it?
- √ Will immigrants be able to access medical assistance easily?

What to do when a newcomer arrives

What is 'intake and assessment?'

It is very important to have a first meeting with newcomers in an individual interview or group session to find out what settlement services they need. You must ensure

that the newcomer understands why you are collecting information during this intake meeting, and that it will be kept confidential and used only to assist them.

Records should be kept and a filing system set up. Recording information about immigrants can be as simple as hand-written notes on a piece of paper, or as complex as maintaining a data base that allows for future analysis.

If you have a settlement worker he or she should do the initial assessment. Settlement workers are discussed later in this guide and in the Appendix.

Addressing the concerns of immigrants

Newcomers need your guidance. Take inventory of your community – its services both public and private, its amenities, etc. – so you can advise newcomers on where to go for assistance and specific information.

The role of a settlement worker

Describing the duties of frontline service providers

- do client intake, assess needs, provide referrals, settlement and adaptation services
- arrange for language interpretation and translation
- provide links between clients with specific settlement needs to available resources in the community – social, professional, government services and programs
- act as an advocate for immigrants with public and private organizations
- conduct group and individual orientation and counselling on topics such as housing, education, transportation, employment and child care
- do outreach to assess community needs, promote programs, “network” with other service providers and organizations
- recruit, train and supervise volunteers
- maintain records, statistics and reports; keep up to date any group that is overseeing immigration, both promotion and settlement
- participate in staff meetings, case-management sessions and committees
- assist with fundraising activities

If your community's level of immigration doesn't warrant having a settlement worker the following information nevertheless describes the responsibilities of anyone or any group that is delivering settlement services.⁵

⁵ www.settlement.org

How settlement services evolve

Service needs depend on community growth strategy

The need for and level of organization of your community's settlement services will evolve as immigration grows. Your service delivery also depends on community size, culture, geography and financial and human resources.

The Settlement and Labour Market Services Branch can help you plan to ensure your services evolve in a way that is appropriate for your community and that will meet the needs of your newcomers as immigration grows.

When your annual level of immigration is 20 people or fewer, a volunteer program may suffice, perhaps with a full-time co-ordinator. At 100 or more, settlement may have evolved into a full-service program with significant costs.

It's important to keep tabs on immigration into your community, particularly if it is growing on its own or because businesses, immigration consultants, family or others are encouraging it. (An advantage of having immigration as part of your population growth strategy is that a person or group will be monitoring it.)

Best Practices: Settlement Services

Setting the standard

Best practices are the ways and means that have proven their worth and deserve to be emulated as an ideal to which an organization or community can strive. They are a current understanding. They are not "carved in stone," but require updating as methods and practices are honed through the experience of your community as well as other communities and organizations involved in immigration.⁶ See Appendix, Best Practices: Settlement Services.

Resources

- <http://www.web.ca/ccr/bpfina1.htm>
Best Settlement Practices Settlement Services for Refugees and Immigrants in Canada. Canadian Council for Refugees February 1998
- <http://integration-net.ca/inet/english/faq/settlement-etablissement.htm>
Integration-Net
- http://www.gov.mb.ca/labour/annualreports/pdf/05_06report.pdf
Best Settlement Practices: Settlement Services for Refugees and Immigrants in Canada. Canada Council for Refugees February 1998.

⁶ "National Standards for Settlement Agencies," CCR draft discussion paper prepared by Laurel Borisenko and Virginia Sauve, October 22, 1997

Understanding the stages of the settlement process

Best Practices: Settlement

Settlement worker job function details

Glossary

Understanding the stages of the settlement process

An immigrant integrates step by step

To see what settlement services you may need to provide, it's helpful to understand the experiences, emotions and other issues a newcomer may go through over time.

Although the process varies by age, class, education, gender, occupational group, country of origin, the individual's traits, etc., the tables below outline what may be considered as the general experience of a newcomer over a five-year period.

0 – 6 months after arrival

Thoughts and Feelings	Issues and Needs	Resources Required	Resources Required
<ul style="list-style-type: none"> • Sense of being on holiday, delight in new things • Fascination with things unique to new home • Favourable comparison of new home to old • Culture shock • Sense of displacement • Lack of context for understanding new home • Lack of desire to get to know new home • Desire to avoid and criticize new home • Stress and anxiety about being in a new environment • Unfavourable comparison of new home to old 	<ul style="list-style-type: none"> • Finding institutions and services in new home • Getting professional or vocational accreditation • Learning English, • Looking for work, • Skills development • Changes in socio-economic status • Creation of a home, “nesting” • Establishing a peer group • Contacting people of same background for mutual support 	<ul style="list-style-type: none"> • Assistance meeting basic needs (work, shelter, food, clothing) • Information on professional or vocational accreditation • Language training • Life-skills training • Information on skills development • Orientation to basic health and human services • Orientation to religious institutions, lifestyles, educational facilities, food and childcare • Recreational opportunities 	<ul style="list-style-type: none"> • Interpretation services • Help accessing financial institutions, • Receiving legal aid or setting up a business • Information on ethnocultural and social clubs

6 months to 3 years after arrival

Thoughts and Feelings	Issues and Needs	Resources Required	Resources Required
<ul style="list-style-type: none"> • Sense of being in a “honeymoon” phase • Happiness over move • Remembering original reasons for move • Anxiety over separation 	<ul style="list-style-type: none"> • Desire to achieve something in new home • Desire to contribute to new home • Frustration and sense of helplessness over inability 	<ul style="list-style-type: none"> • Information on how to establish ties to former achievements • New challenges and activities • Assessment of skills, resources and knowledge 	<ul style="list-style-type: none"> • Counselling or help dealing with mourning process • Help finding mutual aid or support groups • Information on how to take care of self and family

<p>with what is familiar</p> <ul style="list-style-type: none"> • Fear of further change • Sense of isolation, suppressed anger and depression over inability to cope in a new environment • Mourning of old life • Loss of self-esteem • Feeling that no one is interested in them, their accomplishments, and country of origin • Sense of disillusionment or embarrassment at not being able to achieve or meet expectations 	<p>to contribute in a meaningful way</p> <ul style="list-style-type: none"> • Desire to bring friends and family to new home • Potential development of negative coping mechanisms (withdrawal from friends and family, substance abuse) • Positive coping mechanisms (joining heritage and community groups, making friends) • Family roles change and reinforce or undermine the family structure (parents and children become “experts” of different aspects of new life) • Reasons for move unclear • Experience of having self and accomplishments rejected by community 	<ul style="list-style-type: none"> • Help identifying unsettling thoughts and emotions • Help learning to express thoughts and emotions • Validation of loss • Information on how to sponsor friends and family members 	
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3 to 5 years after arrival

Thoughts and Feelings	Issues and Needs	Resources Required	Resources Required
<ul style="list-style-type: none"> • Sense of permanent divide from old values, practices, norms, lifestyle • Resolution about move • Identification and familiarity with new home • Desire to go back to make sure leaving was right • Uncertainty about future • Reluctant resolution to stay • Loss in self-esteem • Ongoing questioning of reasons for leaving 	<ul style="list-style-type: none"> • Pursuit of permanent connections to new home: <ul style="list-style-type: none"> ◦ development of long-term career paths ◦ plans for children ◦ community involvement ◦ establishment of peer groups • Visit to old home • Ongoing negative coping mechanisms 	<ul style="list-style-type: none"> • Assistance making connections that bind to community • Help establishing goals and objectives • Help establishing ties to former achievements • Help assessing skills, resources and knowledge • Help finding new challenges and activities • Help identifying unsettling thoughts and emotions 	<ul style="list-style-type: none"> • Help learning to express thoughts and emotions • Ongoing counselling or help to deal with mourning • Ongoing help finding or creating mutual aid or support groups • Ongoing provision of information on self-care

5 years after arrival

Thoughts and Feelings	Issues and Needs	Resources Required	Resources Required
<ul style="list-style-type: none"> • Sense of belonging 	<ul style="list-style-type: none"> • Person becomes a resource for others 		

Best Practices: Settlement

Best Practices in the field of settlement are based on 12 core values.⁷

- access
- inclusion
- client empowerment
- user-defined services
- holistic approach
- respect for the individual
- cultural-sensitivity
- community development
- collaboration
- Accountability
- orientation toward position change
- Reliability

Best Practices Guidelines

- 1. Services are accessible to all who need them. This is ensured by:**
 - a. providing a welcoming environment
 - b. offering services in client's language, where possible and appropriate
 - c. offering culturally appropriate services
 - d. undertaking outreach toward those who might benefit
 - e. communicating effectively about the organization and its services
 - f. offering services regardless of immigration status or other criteria
 - g. providing an environment where women feel comfortable
 - h. offering child care where appropriate
 - i. being geographically accessible or arranging client transportation
 - j. having a physically accessible site
 - k. listening and responding to concerns about accessibility
- 2. Services are offered in an inclusive manner, respectful of and sensitive to diversity. This is ensured by:**
 - a. recognizing the variety of needs and experiences (eg. young, old, highly educated, uneducated, singles, families)
 - b. offering anti-racist services
 - c. providing a non-sexist environment
 - d. enforcing a policy of non-discrimination
 - e. offering non-judgmental services
 - f. respecting different perspectives within immigrant communities

⁷ Best Settlement Practices – Settlement Services for Refugees and Immigrants in Canada. Canadian Council for Refugees February 1998

- 3. Clients are empowered by services. This is ensured by:**
 - a. fostering independence in clients
 - b. meaningful participation of clients on committee and boards
 - c. encouraging client involvement in all areas of the organization
 - d. involving clients as volunteers
 - e. recognizing, affirming and building on resources, experiences, skills and wisdom of newcomers
 - f. informing and educating clients so they make their own decisions
 - g. offering programs leading to employment and advancement
 - h. offering a supportive environment (especially for those traumatized by events in their country of origin)
 - i. supporting clients' right to choose from among service providers and the approach that best meets their needs

- 4. Services respond to needs as defined by users. This is ensured by:**
 - a. assessing each client's needs, expectations, goals and priorities
 - b. assessing needs and priorities of newcomer and host communities
 - c. involving newcomers in needs assessments
 - d. ongoing evaluation of service
 - e. listening to clients and communities served
 - f. responding to the particular needs of refugees
 - g. incorporating flexibility into programs and services
 - h. involving users in planning, implementation and evaluation
 - i. offering users maximum control over programs

- 5. Services take account of the complex, multi-faceted, inter-related dimensions of settlement and integration. This is ensured by:**
 - a. recognizing the variety of individual needs (physical, social, psychological, political, spiritual)
 - b. responding wherever possible to various needs at once
 - c. providing a range of services in one location ("one stop")
 - d. recognizing that integration is a long-term process
 - e. avoiding compartmentalization
 - f. accounting for the effects of policy decisions on individuals and communities and responding through advocacy
 - g. recognizing the importance of family in the lives of individuals
 - h. providing opportunities for relaxation and fun

- 6. Services are delivered in a manner that fully respects the rights and dignity of the individual. This is ensured by:**
 - a. confidentiality
 - b. an environment free of racism, sexism and other discrimination
 - c. respecting the fundamental rights of each participant
 - d. establishing and complying with a code of ethics
 - e. offering a professional quality of service
 - f. recognizing individual uniqueness

- g. giving full and accurate information
 - h. keeping interaction with clients personal, not bureaucratic
 - i. proper selection, training and monitoring of volunteers
- 7. Service delivery is culturally sensitive. This is ensured by:**
- a. having staff who share client's ethnocultural background
 - b. ensuring service providers know about clients' culture, etc.
 - c. offering services in a culturally appropriate manner
 - d. implementing policies on cultural competency and anti-racism
 - e. respecting different cultures
- 8. Services foster distinct but related community characteristics; that is, immigrant participation in a community whose "welcoming factor" is growing. This is ensured by:**
- a. giving priority to community-building
 - b. investing in the development of newcomer communities
 - c. developing community leadership
 - d. building bridges between communities
 - e. eliminating barriers to immigrant participation in host community
 - f. being familiar with the resources in the host community
 - g. working to improve the public attitude toward immigrants
 - h. organizing immigrant communities
 - i. involving volunteers in service delivery
- 9. Services delivery has a spirit of collaboration. This is ensured by:**
- a. promoting partnerships between the organizations involved in settlement services that build on strengths of each
 - b. maintaining good working relationships
 - c. building teams
 - d. communicating and sharing information on a regular basis
 - e. referral services
 - f. coalition-building
 - g. providing opportunities for community to lead in problem solving
 - h. taking stock of available resources and experience
- 10. Service delivery is accountable. This is ensured by:**
- a. having a board or committee oversee the group or individuals providing settlement services
 - b. evaluating activities and involving participants
 - c. ongoing monitoring
 - d. performance appraisals
 - e. creating policy and procedure manuals (eg. for financial management, administration, personnel)
 - f. maintaining a close connection with newcomer communities
 - g. ensuring fiscal responsibility
 - h. developing goals and specific, measurable, realistic outcomes

11. Services promote positive change in the lives of immigrants and in the community's capacity to offer equal opportunities for all. An orientation towards positive change is ensured by:

- a. advocating on behalf of immigrants at other organizations
- b. recognizing and building on the possibility of change in the lives of immigrants and in society
- c. developing new programs and service models
- d. improving services through training and research
- e. celebrating successes

12. Services are based on up-to-date information. This is ensured by:

- a. keeping information up-to-date
- b. using social research
- c. exchanging information

Settlement worker job function details

The following is a comprehensive list of functions you can use to develop a detailed job description for a settlement worker. You can also use this list to guide volunteers or others involved in your community's settlement services.

- 1. Information and referrals**
 - a. Receive immigrants and refugees on arrival
 - b. Do newcomer orientation
 - i. Develop and deliver orientation sessions for individuals and groups
 - ii. Do cultural sensitization with clients
 - c. Provide information to clients
 - i. Immigration
 - ii. Family benefits/general welfare
 - iii. Employment insurance
 - iv. Workplace safety and insurance
 - v. Training
 - vi. Family Law
 - vii. Finance
 - viii. Housing
 - ix. Employment
 - x. Health
 - xi. Education
 - xii. English as an Additional Language classes
 - xiii. Legal Aid
 - d. Make referrals
 - i. Refer clients to agencies providing services related to the above areas
 - ii. Find housing for clients
- 2. Access and Advocacy**
 - a. Facilitate client access to services
 - i. Telephone for appointments
 - ii. Escort clients
 - iii. Provide linguistic and cultural interpretation
 - iv. Translate documents
 - v. Assist clients in filling out forms
 - vi. Write correspondence for clients
 - b. Advocate for clients**
 - i. Do case advocacy on behalf of clients with institutions, employers, landlords
 - ii. Assist clients with appeals (e.g. Canada Pension Plan, Family Benefits)
 - iii. Assist in filing complaints (e.g. employment standards, human rights)
 - iv. Advocate for refugee claimants (e.g. access to work permits, language training)
- 3. Counselling**
 - a. Assess clients
 - b. Do short-term supportive counselling
 - i. Provide emotional support, encouragement
 - ii. Counsel clients on problems of adaptation
 - c. Provide long-term counselling
 - i. Individual casework
 - ii. Family counselling
 - iii. Marital counselling
 - d. Do crisis counselling
 - i. By telephone and in person
 - e. Provide employment counselling
 - i. Orient clients to the Canadian job market
 - ii. Do career planning with clients
 - iii. Assist with resume writing, coach clients on job search

- iv. Advise on accreditation of qualifications
 - v. Arrange job interviews and placement
 - f. Provide specialized counselling services
 - i. Health/family planning
 - ii. Legal
 - iii. Torture/abuse victims
 - iv. Addiction
 - g. Organize and provide support to self help groups
 - i. Abused women
 - ii. Youth
 - iii. Seniors
- 4. Community Development and Education**
 - a. Do outreach to assess community needs
 - b. Develop programs and activities
 - i. Support groups
 - ii. Training programs
 - iii. Collective advocacy (social action initiatives)
 - iv. Social, cultural and recreational activities
 - c. Promote programs in the community
 - d. Recruit and train volunteers to work in programs
 - e. Give training workshops/educational sessions
 - i. Immigrant orientation sessions
 - ii. English language classes/skills training
 - iii. Citizenship classes
 - iv. Volunteer training (eg. interpreters)
 - f. Speak in public
 - i. Act as a resource person for the community at large (eg. on needs of immigrants and refugees)
 - g. Participate in networking and coalition-building
 - i. Organize around issues important to the community
 - h. Evaluate program effectiveness
- 5. Administration**
 - a. Supervise other personnel – trainees, volunteers
 - b. Participate in meetings
 - i. Staff
 - ii. Board and communities
 - iii. Inter-agency
 - c. Participate in agency's financial activities**
 - i. Help prepare budgets
 - ii. Assist with fund-raising activities
 - iii. Write grant proposals
 - d. Write reports on specific programs or services as required by the organization
 - e. Keep statistics and document client information
 - f. Perform secretarial functions (eg. typing and office reception)

Glossary: Talking about refugees and immigrants

Some terms concerning immigrants and refugees have legal meanings, others have offensive connotations. Proper use of terms treats people with respect and advances informed debate on issues.

Refugees

Refugee – a person forced to flee his or her home country

Convention refugee – a person who meets the definition in the 1951 Geneva Convention relating to the Status of Refugees. This definition is used in Canadian law and is widely accepted internationally. A person must be outside their country of origin and have a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.

Asylum-seeker – a person seeking asylum. Until a determination is made by the (temporary) host country one can't say if the asylum-seeker is a refugee or not.

Refugee claimant – a person who has made a claim for protection as a refugee. This term is more or less equivalent to asylum-seeker and is standard in Canada, while asylum-seeker more often used internationally.

Resettled refugee – a refugee who has been offered a permanent home in a country while still outside that country. Refugees resettled to Canada are determined to be refugees by the Canadian government before they arrive in Canada (whereas refugee claimants receive a determination after their arrival in Canada).

Protected person – according to Canada's Immigration and Refugee Protection Act, a person who Canada has determined to be either (a) a Convention Refugee or (b) a person in need of protection (ie. a person who may not meet the Convention definition but is in a refugee-like situation defined in Canadian law as deserving of protection, for example because they are in danger of being tortured).

Internally displaced person – IDPs are people forcibly displaced but still within the borders of their home country

Stateless person – a person not recognized as a citizen by any state. Some refugees may be stateless. Similarly, not all stateless people are refugees.

Political refugee, economic refugee – These terms have no meaning in law, and can be confusing as they incorrectly suggest that there are different categories of refugees.

Immigration

Immigrant – a person who chooses to move and has settled permanently in another country

Permanent resident – a person who has been granted permanent resident status in Canada. The person may have come to Canada as an immigrant or as a refugee. Permanent residents who become Canadian citizens are no longer permanent residents.

Landed immigrant – this term has officially been replaced by "permanent resident"

Other terms for people outside their home country

Foreign national – a person who is neither a Canadian citizen nor a permanent resident (according to Canada's Immigration and Refugee Protection Act)

Temporary resident – a person who has permission to remain in Canada on a temporary basis (the main categories are students, temporary workers and visitors).

Migrant – a person who is outside their country of origin. Occasionally this term is used to cover everyone outside their country of birth (including people who have been Canadian citizens for decades). More often it is used for people on the move or people with temporary status or no status at all in the country where they live. It tends to be applied to people at the bottom of the economic ladder, such as low-skilled migrant workers.

Economic migrant – a person who moves to another country to take a job or seek a better economic future. The term is correctly used for people whose motivations are entirely economic. However, migrants' motivations are often complex and may not be immediately obvious so it is dangerous to apply the "economic" label too quickly to an individual or group of migrants.

Person without status/Undocumented – a person who has not been granted permission to stay in the country or has overstayed their visa. This term can cover a person who falls between the cracks of the system, such as a refugee claimant who is refused refugee status but has not been removed from Canada because of a situation of generalized risk in the country of origin. The term "undocumented" can be confusing because it is also used in Canada to refer to refugees who lack identity documents from their country of origin.

Additional terms

Illegal migrant/illegal immigrant – these terms are problematic because they criminalize the person rather than the act, and can prejudice the status of the person. If a person is fleeing as a refugee, international law recognizes that they may need to enter a country without authorization and it would therefore be misleading to describe them as an "illegal migrant." Similarly, a person irregularly in the country may have been coerced by traffickers; such a person should be recognized as a victim of crime, not a wrong-doer.

Illegal – this term is similarly problematic because it transfers the illegality from the situation to the person.

Alien – this term is used in some countries, notably the U.S., to designate non-citizens. Some find the term dehumanizing.

Worth thinking about ... Refugees and migrants seem to attract "water imagery." We hear of refugee flows, floods of migrants, pools of refugees. What impact do these images have on our attitudes to the people under discussion?

Resources

<http://www.cic.gc.ca/>
Citizenship and Immigration

<http://www.web.net/~ccr/>
Canadian Council for Refugees

