

YMCA of Cambridge Cross Cultural & Immigrant Services



CULTURAL DIVERSITY PROGRAM

THREE-YEAR PLAN - 2009, 2010, 2011

We build strong kids,
strong families,
strong communities.



Plus de vie à la vie
des jeunes, des familles
et de la communauté.

YMCA

Prepared by:

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On behalf of the, Diversity Advisory Committee
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1. **ACKNOWLEDGEMENTS**

a. **Members of the Diversity Advisory Committee**

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b. **Special Thanks**

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2. EXECUTIVE SUMMARY

This report was prepared for the City of Cambridge, and sets out a three-year plan for the delivery of a community-based Cultural Diversity Program for the YMCA of Cambridge. The principal goal of the plan is to clearly state the vision, mission, guiding principles, operating goals and action plan of the program, which will provide guidance for future implementation and development.

The plan was developed through the combined efforts of various community stakeholders including cultural groups, representatives from government, business and volunteer sectors, as well as, members of the general community. A Cultural Diversity Advisory Committee (CDAC), was formed to lead the development of this plan. The Corporation of the City of Cambridge, with the YMCA of Cambridge as project planner, funded the development of this plan.

This plan covers the years 2009 to 2011 and will undergo regular monitoring and evaluation. A major feature of this plan is the development of a future Program Advisory Committee. This Committee will meet regularly to review work conducted under the new plan to ensure that progress is being made towards the mission of the program to “create an inclusive, respectful and engaged community.”

3. **BACKGROUND**

In May 2000, the City of Cambridge funded YMCA Immigrant Services to host a series of community dialogues focused on exploring effective strategies that could be implemented in an effort to promote positive Race Relations in Cambridge. Discussions were not based on identifying and assessing difficulties or problems, but rather on the development of a proactive program. Dialogues produced several recommendations aimed primarily at public education and community awareness. Soon thereafter, City Council agreed to fund a Race Relations Coordinator to carry out the recommendations at YMCA of Cambridge Immigrant Services. The program was revised on a regular basis after periodic community consultation, and updated as new research and statistical information became available.

In 2003, it became clear that increasing immigration trends seen nationally in Canada were also having a significant impact locally. That year, Region of Waterloo, Public Health released a series of 'Facts Sheets', which revealed that Newcomers were not doing well.¹ In response, the Race Relations program shifted its focus to engage private and public sector organizations within the community where a need had been identified (i.e. Employment, Housing and Human Services).

In June 2007, the City of Cambridge seconded City staff to carry out a 12-month placement at YMCA Immigrant Services. The purpose of the secondment was to bring some stability to the current program, review the activities and services provided within the program, and to develop a strategic plan for the delivery of an updated three-year Race Relations program (2009, 2010, and 2011).

a. **Race Relations Program 2007-2008**

The following are highlights of the 2007-2008 Race Relations program, which served a total of 1,448 members of our community. For a complete description of Race Relations events, see "Appendix A". For an itemized chart of all outcomes and activities of the 2007-2008 Race Relations plan, see "Appendix B".

b. **Highlights and Accomplishments**

i. **Public Education & Awareness**

Purpose: To identify, acknowledge and organize activities that promote understanding and mutual respect for Newcomers/ Immigrants/ Visible Minorities in the community.

- A total of 951 people participated in 9 different events in 2007-2008

¹ Region of Waterloo, Public Health (2004): "Building Healthy and Supportive Communities, Health of Immigrants in Waterloo Region", May 2004, p.4.

Peace Week:

- In 2006 the sponsorship program generated \$1,000 in financial support. In 2007, the sponsorship program generated \$2,300 in cash and provided close to \$9,000 of in-kind donations.
- A full marketing and promotions plan was developed for Peace Week events. In 2007, attendance at Peace Week hit a new record high.
- Peace Week saw the addition of a new event called “Unity in Diversity”. At the request of the local Baha’i community, Race Relations staff assisted in the planning, implementation and delivery of this new event, which served as the official launch of Peace Week in Cambridge.
- Close to 200 members of the community were recognized for their Peacemaking efforts during the annual Peace Ceremony.

Black History Month

- Cross Cultural & Immigrant Services worked with the United Caribbean Association of Cambridge (UCAC), to bring three additional events to complement Black History Month celebrations in Cambridge. Staff worked with the UCAC to secure venues, develop promotional materials and help coordinate Black History Month activities including: A Bus Trip to the Charles H. Wright Museum of African American History, Black History Month Display at the Cambridge Centre Mall, and an Open-House and Social.

International Day for the Elimination of Racial Discrimination

- In collaboration with the YMCA of Kitchener-Waterloo, Cambridge received \$65,000 from the Government of Canada, through Citizenship & Immigration Canada, to host a one-time Global Youth Forum. The forum was held at Bingeman’s Conference Centre last March, in recognition of International Day for the Elimination of Racial Discrimination. One hundred (100) students from the following local schools attended: Galt Collegiate, Southwood Secondary, St. Benedicts and Jacob Hespeler Secondary. Several workshops were offered aimed at educating and empowering youth to act.

i. Training

Purpose: To provide Cultural Sensitivity and Awareness Training to local Employers, Housing Authorities and Human Service providers, upon request.

- 301 individuals participated in Cultural Competence and Sensitivity Training this year.
- Trainings were offered upon request, and content was modified to meet the particular needs of the requesting agency. Presentations were delivered to agencies such as: Victim Services of Waterloo Region, Waterloo Regional Housing Authority, several Service Clubs, local high schools and staff of the Cambridge Community Services Department.
- In March 2008, Waterloo Regional Police Service (WRPS), expressed interest in working with the YMCA of Cambridge to develop Cultural Competence training for Officers in Waterloo Region. Race Relations staff, in partnership with other

community partners, have been meeting to co-develop and pilot a training series set to begin in January 2009.

ii. **Research**

Purpose: Conduct the 2007 Newcomer Survey.

- 178 newcomers surveys were completed and a report of the findings can be found in 'Appendix F', of this report.

iii. **Consultation, Support & Intervention**

Purpose: To provide consultation, intervention, facilitation and support services to deal with locally identified needs.

Several committees, organizations and individuals requested the consultation, support or assistance made available through the Race Relations program. Among last year's requests included:

- Assisting a newly developed community with a large culturally diverse population with language barriers to understand how community services may be accessed in order to help enable them to make park improvement requests.
- Assisting local Housing Authorities to learn more about how to better understand and provide culturally sensitive services to diverse tenants and solve common housing challenges that may simply be the result of differing cultural practices.
- Consulting with local Neighbourhood Associations on how to offer culturally appropriate programming.
- Working with Volunteer Cambridge to increase the number of immigrants volunteering in our community and educating organizations on the benefits of recruiting immigrants to volunteer positions.
- Provided 50 'direct services'* to clients, and responded to 3 complaints of individual/systemic discrimination

*['*direct services' are any supports provided to Newcomers/Immigrants that facilitate their settlement, adaptation or integration into community life; and, may include but is not limited to, document preparation, referral, counseling, etc.]*

4. INTRODUCTION

In its discussions, the CDAC found it necessary to arrive at a common understanding of terminology. 'Appendix C' - Glossary of Terms, is offered to explain the more commonly used terms and phrases used in the discussion of access, anti-racism, equity and human rights.²

Diversity is generally accepted, and refers to, 'the unique characteristics that all of us possess that distinguish us as individuals and identify us as belonging to a group or groups'. Diversity transcends concepts of race, ethnicity, socio-economic, gender, religion, sexual orientation, disability and age.

In the context of this plan, Cultural Diversity focuses primarily on multicultural, multi-racial, multi-linguistic and multi-religious aspects of our diversity; however, recognizes that other aspects of diversity (such as gender, education level, etc.), also influence our identity as individuals. It is the position of this plan that diversity offers strength and richness to the whole of our community.

Cultural diversity is critical to the present and future health of Cambridge. Newcomers and Immigrants are key to ensuring that our city grows and thrives. The only sectors of Canada's population that are growing, according to 2001 Canada Census data, are multicultural populations. Recent Census indicated that more than 25, 225 residents of Cambridge are foreign born (120, 225).³ It is projected that, if trends continue, by the year 2026 100% of our population growth⁴ and, 100% of our labour force growth will come from immigration by 2011.⁵

But more than just numbers, Cambridge is a community that enjoys its diversity. We like to explore other cultures, eat at culturally diverse restaurants, and enjoy multicultural celebrations and festivals.⁶ Research has demonstrated that cultural diversity brings

² This glossary was taken from The City of Toronto website, and was created for use by participants of the Toronto Access, Equity and Human Rights – Community Partnership and Investment Program (2008). Retrieved from <http://www.toronto.ca/diversity/reports.htm>

³ Statistics Canada Website (2006): Retrieved from <http://www12.statcan.ca/english/census06/data/profiles/community>

⁴ WRIEN website (2008): Retrieved from <http://www.wrien.com/main2.cfm?id=A4C93A50-B6A7-8AA0-6E6BCF75E6601F93>

⁵ Statistics Canada (2007): "Shaping the Nation's Workforce: Immigrants, Demand for Skills and An Aging Population). Retrieved from <http://www12.statcan.ca/english/census01/Products/Analytic/companion/paid/shaping.cfm>

⁶ Taken from the Cultural Diversity Committee's Visioning Session, (2008)

with it entrepreneurship, innovation and increased opportunity.⁷ Most importantly we value peace and harmony in our community.⁸

a. **Research Summary**

We are becoming more multi-cultural, multi-racial, multi-lingual and multi-religious. More than 90, 000 residents of Waterloo Region (1/5 of the total population), are foreign born and Waterloo Region has the 5th highest per capita Immigrant population of all urban areas in Canada.⁹ 2001 Census tells us that, Immigrants in Waterloo Region are increasingly from non-European origins, and Cambridge is home to people from more than 50 country's speaking more than 22 different languages.¹⁰ In 2007-2008 people from the following top 5 (five) countries of origin received assistance from YMCA Cross-Cultural & Immigrant Services: Pakistan, India, Vietnam, El Salvador and Mexico. The top 5 languages spoken were: Spanish, Urdu, Punjabi, Pushto and Vietnamese.¹¹

Increasingly, people of varying differences are interacting with one another, though not fully understanding and appreciating each other's different values and ways of doing things. The 2007 Newcomer Survey indicated, consistent with previous years, a substantial number of newcomers to our community report having experienced discrimination and/or intolerance (14% in 2007).¹² Without knowledge and skills needed to understand and communicate with people of different backgrounds, a number of problems can arise.

Although we know that Newcomers are arriving younger, healthier, well-educated and speaking English, studies continue to show that they are still having difficulty trouble finding employment, affordable housing, and are more likely to worry that their families will have enough to eat.¹³ Further, Newcomers and Immigrants lose any health advantage they have within their first five years of life in Waterloo Region.¹⁴ *"For the overall health of the community, it is vital that we address their needs", (A Profile of Immigrants in Waterloo Region, 2003).*

⁷ WRIEN website (2008): "Xerox Canada Survey: Immigrants Bring Innovation". Retrieved from <http://www.wrien.com/documents/ImmigrantsBringInnovation.pdf>

⁸ Taken from the Cultural Diversity Committee Visioning Session, (2008)

⁹ Region of Waterloo, Public Health (2004): "A Profile of Immigrants in Waterloo Region", January 2004, p.1.

¹⁰ City of Cambridge (2006): "Facts & Figures", August 2006 Edition, p.15-16

¹¹ YMCA of Cambridge (2008): Immigrant Services Client Overview, (April 2007-March 2008)

¹² YMCA of Cambridge (2007): Immigrant Services, "2007 Newcomer Survey", (December 2007)

¹³ Region of Waterloo, Public Health (2004): "Health of Immigrants in Waterloo Region", May 2004

¹⁴ Region of Waterloo, Public Health (2004): "Health of Immigrants in Waterloo Region", May 2004

b. Why Does Cambridge Need a Cultural Diversity Plan?

One of the greatest challenges identified is responding to the service demands of a diverse society.¹⁵ According to a study conducted by the Social Planning Council (SPC) in 2003, newcomers reported the following barriers: lack of community awareness and culturally sensitive practice in social service agencies, employment needs, training and information transfer gaps, limited access to affordable housing, difficulty navigating mainstream institutions, lack of physicians and inadequate support services for women. It was the SPC conclusion that, *“Cambridge is a growing community that has a demand for ethno-culturally diverse services. Many barriers exist in our community that must be removed so that newcomers can successfully settle and become contributing and supported part of our community, (“Multiculturalism in Cambridge & North Dumfries”, Social Planning Council, 2003).*¹⁶

¹⁵ FCM’s National Action Committee on Race Relations (1988): “Dealing with Diversity”, Multicultural Access to Local Government Federation of Canadian Municipalities, Municipal Race Relations Program, September 1988, p.3

¹⁶ Social Planning Council of Cambridge and North Dumfries (2003): “Multiculturalism in Cambridge & North Dumfries”, Social Issues Series, November 2003

5. METHODOLOGY

Past efforts and results of the Race Relations program have been positive, yet intensifying social and economic disparities continue to impact disproportionately on diverse individuals and groups in our community. In an effort to become more effective and have more impact it was decided to engage many other groups and individuals in the planning.

In February 2008, the YMCA of Cambridge recruited members to sit on a Cultural Diversity Advisory Committee (CDAC). The mandate of this committee was to assist with the development of the new three-year Race Relations program.

a. Phase I: Discover

A **Research Review & Focus Conversation** session was held in February 2008 with members of the CDAC. This initial meeting allowed the various sectors to review the current local research and begin preliminary discussions utilizing a Focus Conversation Process.

b. Phase 2: Explore

i. Conversation Café

A conversation was held in March 2008, which engaged committee members in achieving clarity with respect to the task, defining a potential vision for the program, and some ideas about what needs to happen if we are to become a more inclusive and welcoming community. It was decided that building on the strengths of the existing program would facilitate the process more efficiently.

ii. SWOT Analysis & Results

An analysis of the Race Relations program was conducted over three small group sessions with YMCA of Cambridge Immigrant Services staff during the months of February, March and April 2008. At the end of the small group reports, information gathered was reduced into no more than three distinctive competencies and weaknesses.

Top 3 Distinctive Competencies: Strengths that are distinctive competencies are those few things that the program does best that our community really cares about and that set it apart from other programs or initiatives.

- Events are well received and an excellent way to engage the larger community
- Training invitations continue to increase with little or no promotion
- Initiatives aimed at the larger community (social inclusion initiatives) help to support Newcomers/Immigrants long after immediate supports have been provided

Top 3 Weaknesses: Weaknesses are those areas in which our community expect and demand performance or competency and the current program is dangerously lacking.

- Current program “lacks teeth” or practical solutions
- Program is limited in impact, needs a cross-sector integrative approach
- Intervention is needed, but no process or tangible program in place

Top 3 Opportunities: Opportunities are those things that “our community” suggests are critical considerations for future program success. The new plan will incorporate these suggestions.

- Transform principles to practice, creating programs that make it easy to participate
- Groups have a desire to dialogue and work together
- Develop partnerships/networks

iii. **GCI Think Tank**

The following are concluding suggestions provided by the students who participated in the diversity discussion, which occurred on April 14, 2008.

- Tap into the wisdom of our elders by organizing a forum in panel discussion format with youth.
- Share our individual and diverse knowledge in some version of a teaching/learning session.
- Develop a support system for those in cultural conflict within our school
- Survey the school for options so that we can focus our attention in areas of raising awareness

c. **Phase 3: Design**

In April 2008, a small sub-committee was struck to develop a draft plan. The sub-committee met three times over the months of April and May to articulate a vision statement, mission statement and some guiding principles for the program. In addition, the sub-committee identified key areas of focus for the plan, suggested program goals and sample objectives to achieve those goals, which would be presented to the C Diversity Advisory Committee for review.

d. **Phase 4: Deliver**

The CDAC met in May and June to review the plan and make adjustments. Their work is highlighted in the next section of this report.

6. CULTURAL DIVERSITY PROGRAM PLAN – 2009, 2010, 2011

The following sets out a three-year plan for the delivery of a community-based ‘Cultural Diversity Program’ for Cambridge, and represents the fulfillment of the Cultural Diversity Advisory Committee’s mandate.

a. Vision

We envision an inclusive community where everyone belongs and lives in harmony.

b. Mission

The program will mobilize the skills and capacities of our diverse community, by providing opportunities and resources to create an inclusive, respectful and engaged Cambridge.

c. Guiding Principals

- Promote harmony and respect for diversity
- Foster partnerships among individuals, groups and organizations
- Sharing information and coordinating activities
- Creating opportunities for cultural learning, and building on community strengths

d. Priority Areas of Focus

i. Inclusion

Inclusiveness –“refers to an organizational system where decision-making includes perspectives from diverse points of views, from within and without the organization, where appropriate,” (Hastings Institute, with reference to Byron Kunisawa and Websters New Collegiate).

In the context of this program plan, the term ‘inclusion’ is about being accepted and being able to participate fully within the context of community and society. A community can be considered ‘inclusive’ when everyone feels part of the community, while respecting and cherishing their own culture and respecting the cultures of others and is actively participating in all aspects of community life.

ii. Advocacy

Successfully having a positive impact on the lives of Newcomers and Immigrants in our community is enhanced when other community partners are engaged and involved in the process.

A meaningful network of organizations could review, consider and advocate for change both locally and regionally and help to mobilize the skills and capacities of our diverse community, by providing opportunities and resources to create an inclusive, respectful and engaged Cambridge.

iii. **Education**

Public education ensures that everyone feels part of the community, while respecting and cherishing one’s own culture and respecting and valuing the cultures of others.

Effective education also works to combat all forms of discrimination that prevent citizens from becoming equal and active members of the civil society

iv. **Capacity Building**

Capacity building is more than education. Capacity building can be defined as, ‘activities which strengthen the knowledge, abilities, skills and behavior of individuals, and improve organizational structures and processes such that the organization can effectively meet its mission and goals in a sustainable way.

v. **Intervention**

A standard dictionary defines intervention as ‘an influencing act that occurs in order to modify a given state of affairs.’

In the context of this Cultural Diversity program, an intervention is the reactive component of the program. It assumes cultural misunderstanding or conflict has occurred and efforts are made to consult, facilitate or support individuals/groups to reach mutual understanding or resolve. Any process that has the effect of modifying an outcome is considered intervention.

e. **Program Goals/Objectives/Activities**

i. **Inclusion**

Goal: To promote the understanding of, and respect for, the cultural diversity of members of our community, and facilitate the participation or engagement of cultural groups within community life.

Objectives	Activities	2009	2010	2011
Create an understanding of different cultural groups in Cambridge and promote the benefits of our diversity.	Database or Mapping of Cultural Groups	✓	✓	✓
	Diversity Research/Report and Communication Tool	✓	✓	✓
Facilitate the participation of cultural groups into Civic life	The Ambassadors Project	✓	✓	✓
To ensure that ethno-cultural groups are engaged and have a voice in the community.	Volunteer Referral Project			✓

ii. **Advocacy**

Goal: Act as an advocate for newcomers and immigrants with all sectors for legislation, funding to sustain community, support economic participation and deliver services.

Objectives	Actions	2009	2010	2011
Coordinate and partner with community members and organizations to promote culturally inclusive and appropriate services	Join a meaningful cross-sectoral network of agencies	✓	✓	✓
	Participate on community committees to advocate on newcomer/immigrant needs	✓	✓	✓
Become aware of and stay up to date on trends and research, funding opportunities effecting newcomers and immigrants	Join Provincial Organizations/Training	✓	✓	✓

iii. **Education**

Goal: To, provide awareness and education, for public and private sector organizations and individuals on issues of Diversity and Inclusion.

Objectives	Actions	2009	2010	2011
Create a sense of trust and belonging by celebrating, identifying, acknowledging activities that promote cross-cultural learning	Calendar or Tool		✓	✓
Create a sense of belonging by organizing activities that promote mutual understanding and respect	Day for the Elimination		Revisit	
	Canadian Multiculturalism Day		Revisit	
People are educated about cultural groups	Culture Tours		✓	✓
	It's a Small World Project	✓	✓	✓
People are educated how to identify and respond to racism	Harmony Movement, and/or Youth Theatre Project, and/or Anti-Racism Training, and/or Cultural Competence Training	✓	✓	✓

iv. **Intervention**

Goal: To provide consultation, facilitation and support services to deal with individuals or groups who are experiencing cultural conflict.

Objectives	Activity	2009	2010	2011
Identify community champions and coordinate connections to mediation, and forms of support for individuals/groups	Workshops, consultations, sharing best practices on dealing with cultural conflict	✓	✓	✓
Provide free workshops and/or mediation services to community members experiencing conflict	Conflict Mediation Program (Parent-Youth Mediation)		Revisit	
To provide women/youth the opportunity to dialogue on cultural issues that cause conflict	Women/Youth Dialogue	✓	✓	✓

v. **Capacity Building:**

Goal #1: To ensure that organizations have the skills knowledge and resources to be culturally inclusive.

Objectives	Actions	2009	2010	2011
Public and private sector organizations have the skills, knowledge and resources to be culturally inclusive	Capacity Building Series Inclusion Audit –YMCA Pilot		Revisit ✓	✓
Coaching, facilitating, consulting and mentoring organizations	Inclusion Mentoring Program		✓	✓

Goal #2: To ensure that cultural groups have the skills, knowledge and resources to fully participate in community life.

Objectives	Actions	2009	2010	2011
Ensure that ethno-cultural groups have the skills, knowledge and resources to fully participate in civic life	Leadership Development Workshops	✓	✓	✓
Coaching, facilitating, consulting and mentoring organizations	Learning Network		✓	✓

7. MONITORING, REPORTING & COMMUNICATION STRATEGY

Once the Cultural Diversity Plan is approved, a committee of representatives will be recruited to serve on the Program Advisory Committee (PAC). Further work will be conducted by the Cultural Diversity Coordinator (previously called the Race Relations Coordinator), and the PAC to develop a terms of reference for the committee, and create a process to monitor, report and communicate regarding planning, moving forward and communicating the program and services to the community.

An outside evaluator will work with the Cultural Diversity Coordinator and the Program Advisory Committee to develop a process to monitor program outcomes. See 'Appendix E'.

Following approval the plan will be made available to the community through the following means:

1. A PDF document will be placed on the YMCA of Cambridge Website.
2. Copies of the plan will be printed and provided by the YMCA of Cambridge through mail, or upon request.
3. Communication of the plan will be provided to the local media.

8. PROPOSED FINANCIAL PLAN

i. Proposed Request for City of Cambridge Funding 2009 – 2011 Cultural Diversity Program Budget Revised July 7, 2008

Item	Description	2008	2009	2010	2011
Staff	Wages and Benefits (3% raise)	72,400	74,600	76,800	79,100
Program Supplies	Equipment, Materials, etc.	8,200	7,000	7,100	7,200
Administration/Support	Phone, Fax, Computer, Mileage, training, etc.		3,000	3,100	3,200
Evaluation	3rd Party Evaluation				20,000
Promotion	Program Brochure, Advertising, Publications		5,000	5,000	5,000
Total Cost		80,600	89,600	92,000	114,500

ii. Budget Estimate Associated with the 2009 – 2011 Cultural Diversity Program Funding Sources: TBD

Key Result Area	Item	2009	2010	2011
Inclusion	Diversity Research/Report/Communication Tool	5,000	3,000	3,000
	The Ambassadors Project	25,000	25,000	25,000
	Volunteer Referral Project			20,000
Education	Culture Tours It's a Small World Project	28,000	29,000	30,000
	Harmony Movement, and/or Youth Theatre Project, and/or Anti-Racism Training, and/or Cultural Competence Training	5,000	4,000	4,000
	Calendar/Tool		1,000	1,000
	Harmony Movement or Youth Theatre Project			20,000
Capacity Building	Cultural Competence Workshops	10,000	10,000	10,000
	Inclusion Mentoring Program		1,000	1,000
	Cultural Organizations Learning Network		500	1,000
	Leadership Development Workshop	7,000	7,000	7,000
Intervention	Women/Youth Dialogue	5,000	7,000	9,000
Total Cost		85,000	87,500	131,000

9. CONCLUSION

Communities across Ontario are recognizing the need to promote and celebrate Cultural Diversity. The YMCA of Cambridge is pleased to join the City in initiating this new Cultural Diversity Program Plan created for Cambridge. Through the process, many stakeholders have come together to discuss the opportunities of this plan. The process of creation has ended with many of them pledging their continued support of the delivery of this plan. It encompasses dialogue and education for all citizens in a wide variety of ways. It is imperative that as the City's newcomer population continues to grow, there is a plan in place that will help us all recognize and celebrate our diversity, as well as create processes and structures to address some predicted growing pains. The components of the Cultural Diversity Program Plan build on strengths and create opportunities to make this transition to a more multi-cultural city a smoother, more harmonious journey.

“APPENDIX A” – DESCRIPTION OF 2007-2008 RACE RELATIONS EVENTS

Public Education & Awareness Events

Purpose: To identify, acknowledge and organize activities that promote understanding and mutual respect for Newcomers/Immigrants/Visible minorities in the community.

YMCA World Peace Week

Each year, many YMCA's and YMCA-YWCA's across Canada celebrate YMCA World Peace Week by dedicating a full week in November to explore peace from a personal, community and international perspective.

Cambridge initiatives included:

Unity in Diversity – The Official Launch of Peace Week 2007

Unity in Diversity was held in the Toyota Room at the Cambridge Centre for the Arts. The program featured the Cambridge Pan Waves Steel Band, a classical dance performance provided by the Tamil Association of K-W, and a choral group from the Portuguese Club of Cambridge. Raissa DeMonte and Sophia Godula dazzled the audience with a number of musical pieces played on the Bandura, and visiting artist's singer/songwriter Ed VandenDool along with Smith and Dragoman kept the audience in awe. All performances were inspiring and soul stirring.

The keynote address was provided by Ines Sousa-Batista, Manager of Immigrant and International Services of the YMCA of Cambridge, who spoke about the need for equality among men in women around the world. Admission was free and included light refreshments with an international flair. Everyone was encouraged to bring along non- perishable items for the Cambridge Self-Help Food bank.

Cambridge Peace Mobile

The Cambridge Peace Mobile visits the Z Beside the Y, (Youth Leadership Development Centre), operated by the YMCA of Cambridge. Local schools take part in activities during the day, and the general public is invited to explore the exhibits during an evening open-house. Admission was free. YMCA of Cambridge volunteers served as “Peace Guides” bringing groups of children through the activities.

The program effectively demonstrates how Peace comes alive with excitement as children have the opportunity to explore the concepts of peace: Peace for Me, Peace for Us, Peace for Everyone, Peace for the Planet. This unique traveling museum captures the challenge of building peace through a fantastic array of interactive, hands-on, exhibits and activities. Children are delighted at the lights, sounds and colours in this “Do-Touch” creative learning environment. The Peace Mobile brings a wealth of ideas to develop peacemaking skills for children Kindergarten through Sixth Grade, and their families. Exhibits featured crafts, rubbings, giant puzzles, computers and much more.

Multi-Faith Gathering

The 2nd annual Multi-faith Gathering was held at the Islamic Centre of Cambridge. The program was dedicated to the unity of all religions. The great faith traditions of mankind hold many of the same spiritual values: reverence for the Creator, appreciation of nature, respect for the sacredness of life, recognition of the need for personal and collective salvation and faith in the divine governance over human affairs. Further, all promote the cultivation of virtues: love, kindness, honesty, humility, discipline and service. Despite this foundation of shared beliefs, religious differences too often cause suspicion and animosity. Commonalities go unnoticed and misunderstandings prevail.

The Multi-faith Gathering was intended to provide a bridge for reconciliation by promoting mutual understanding and respect. The more we know about other faiths, the more we shall see our commonalities. Members of the Hindu, Zoroastrian, Islam, Christianity, Baha'i, and Sikh faiths, representing countless countries around the world were united on a common cause ... peace. The room was rich with cultural history, differing beliefs and values, and opposing traditions. Despite these differences, there was a resounding commitment to respectful dialogue.

Citizenship Court & Community Peacemakers Recognition Ceremony

Ceremonies were held at the Chaplin Family YMCA. For many individuals and families, the citizenship ceremony is the realization of a dream. In some instances, it marks the beginning of a new life. The citizenship ceremony is a formalized rite of passage that pinpoints a specific time of entry into the Canadian family. It confers rights and acknowledges responsibilities. Citizenship therefore becomes a prized possession, because it is only attained after great thought and preparation.

The Community Peacemakers Recognition Ceremony was held in conjunction with the Citizenship Court. Local "Peacemakers" were recognized for making a real contribution to building a stronger, more peaceful community. It was an opportunity to showcase to the new Canadian Citizens, as well as the wider community, how a more peaceful world is created, one person at a time. 8 individuals and three groups, representing just over 200 people, were nominated to receive recognition. Following the ceremonies all guests were invited to a reception where refreshments were served.

Black History Month

Every year Canadians are invited to take part in the festivities and events that honour the legacy of Black Canadians, past and present, during Black History Month in February. This is a time to celebrate the many achievements and contributions of Black Canadians, who, throughout history, have done so much to make Canada the culturally diverse, compassionate and prosperous nation we know today. It is also an opportunity for the majority of Canadians to learn about the experiences of Black Canadians in our society, and the vital role this community has played throughout our shared history. Cambridge initiatives included:

Black History Month Launch & Worship Service

In partnership with The Canadian Caribbean Association of Waterloo and the United Caribbean Association of Cambridge, the launch of Black History Month took place at Temple Baptist Church. A photographic journey and historic presentation were followed by a full worship service dedicated to Black History Month. A fellowship reception was held after the service, complete with authentic Caribbean refreshments.

Bus Trip – New in 2007

Two buses travelled to the Charles H. Wright Museum of African American History in February. Dr. Charles H. Wright, a physician, in partnership with 30 other civic-minded Detroiters, founded the museum in 1965. Originally named the International Afro American Museum (IAAM), the museum evolved from three row houses in Detroit to the world's largest institution dedicated to the African-American experience.

Cambridge Centre Mall Display – New 2007

Starlight Steel Orchestra performed at the Cambridge Centre Mall to commemorate Black History Month. A Black History Month display featured historical information, books and resources, pictures, art and crafts from the West Indies.

Black History Month Open-House – New in 2007

An Open-House and Social was held at the YMCA of Cambridge. The event included a Black History Month presentation, followed by an open dialogue led by Godfrey Findlay. The social evening consisted of games, movies, music and authentic Caribbean cuisine.

International Day for the Elimination of Racial Discrimination – New in 2007

In collaboration with the YMCA of Kitchener-Waterloo 100 students from local Cambridge High Schools had the opportunity to participate in the Global Youth Forum held at Bingeman's Conference Centre. Forum objectives were to engage youth in order to increase knowledge and awareness of discriminatory practices and empower youth to face issues of racism and discrimination.

The key note address was provided by Marc Kielburger, Chief Executive Director of Free the Children. Marc is an accomplished social advocate and leadership specialist. Students had the opportunity to choose and participate in a number of workshops offered over the course of the day.

“APPENDIX B” – OUTCOMES & ACTIVITIES OF 2007-2008 RACE RELATIONS PLAN

Race Relations Services Action Plan June '07 to June '08

Vision: Working proactively to build an inclusive, respectful & engaged community where everyone can fully participate.

Objectives One	Activities	Participants	Outputs/Achievements
To provide Training, Public Education & Leadership in areas related to employment, housing & human services.	To provide consultation & support to community employers & small businesses	Small to Midsized businesses.	-Have provided consultation & support services to 5+ community employers &/or small businesses. Complete
	Consult with & implement activities in co-operation with housing authorities & neighbourhood associations.	Housing Authorities Neighbourhood Associations	-3 initiatives undertaken with housing authorities & neighbourhood associations. Complete
	Conducting Cross-cultural Awareness Training	Social Service Agencies Community Service Providers	-2 sessions undertaken with human service providers. Complete

Objective Two	Activities	Participants	Outputs/Achievements
To conduct the 2007 Newcomer Survey.	Survey 150 Newcomer/Immigrants	Newcomers/ Immigrants that have lived in Canada for 3 years or less.	-150 Surveys completed, data tabulated and report prepared. Complete

Objective Three	To commemorate the following:	Participants	Outputs/Achievements
To identify, acknowledge, & organize activities that promote understanding & mutual respect for Newcomers/Immigrants / Visible Minorities in the community.	YMCA World Peace Week	YMCA Staff YMCA Members Community Groups City of Cambridge Faith Leaders	-Minimum of 3 Peace Week activities hosted Complete
	Black History Month	Temple Baptist Church KW Caribbean Association	-Activities will be organized to celebrate Black History Month. Complete
	International Day for the Elimination of Racial Discrimination	Local School Groups Community Groups Faith Leaders	-Activities will be organized to celebrate International Day for the Elimination of Racial Discrimination. Complete
	Canadian Multiculturalism Day	Community Groups Faith Leaders	-Activities will be organized to celebrate Canadian Multiculturalism Day. Not Completed

Objective Four	Activities	Participants	Outputs/Achievements
To provide Consultation, Intervention, Facilitation & Support Services to deal with locally identified needs and issues.	Monitor and record all requests from the community and follow-up with consultation, facilitation & intervention strategies	Newcomers/Immigrants that have lived in Canada for 3 years or less	-Participated in 10 interventions Complete
	Provide direct non-funded services to individuals	Individuals, Newcomers and/or Immigrants	Provide at least 50+ direct services Complete
	Participate in community committees as assigned		Actively engaged in 2+ community committees. Complete

Objective Five	Activities	Participants	Outputs/Achievements
To develop a five-year Strategic Plan for the delivery of Race Relations Services	Conduct a focus group SWOT analysis of the Race Relations program with staff	YMCA of Cambridge, Immigrant Services Department	-A completed assessment of the effectiveness of the Race Relations program in meeting client needs, and the needs of our community on a whole. Complete
	Undertake data collection and background review of literature	Various	-A completed review Complete
	Host community forums to respond to the question ... "What should a Race Relations program for Cambridge look like?"	Local Business Service Providers Community Newcomers/Immigrants	-Community-based strategic plan developed including, background, analysis of data, and a recommended five-year plan of action for dealing with major emerging issues, opportunities, or needs for improved performance of this service. 3-year Plan Complete
	Communicate strategic directions	Service Providers Funders	-Presentation of strategic objectives to key stakeholders Complete

“APPENDIX C” – GLOSSARY OF TERMS

This glossary was taken from the City of Toronto and was created “for use by participants in the City of Toronto Access, Equity and Human Rights – Community Partnership and Investment Program”, has been modified for use in this plan.

Aboriginal People:

Aboriginal people, refers to people who are native to a country. In Canada, “Aboriginal” refers to Inuit, First Nations and Métis people, without regard to their separate origins and identities. Some prefer the term, “**people of the First Nations.**”

Aboriginal Peoples:

Aboriginal peoples, refers to organic political and cultural entities that stem historically from the original peoples of North America, not to collections of individuals united by so-called ‘racial’ characteristics. The term includes the Indian, Inuit and Métis peoples of Canada.

Accessibility:

The state or quality of whether needed services or opportunities are available to and are used by people from diverse groups. For example, people with disabilities often face barriers to accessibility in employment, communication, public transportation, public places, housing, office buildings, government services, use of everyday products and access to quality education.

Accommodation:

Accommodation recognizes that all people may do the same or similar things in various ways, each being effective. To accommodate means to remove the barriers, which prevent people from gaining access to and fully participating in important activities such as jobs, access to information/communication, education at all levels, public transit, and the use of goods, services and facilities.

Anti-Racism

Anti-racism is a process of identifying and eradicating racism in all its various forms.

Barriers:

A barrier is an obstacle, which must be overcome or removed for equity/access to be possible. Barriers to access and equity can be attitudinal, sociological, financial, geographic, and/or systemic.

Culture:

Culture refers to the way groups of people have learned to live by sharing certain historical experiences, including ideas, beliefs, values, knowledge, historical, geographical, linguistic, racial, religious, ethnic or social traditions. Culture is a complex and dynamic organization of meaning, knowledge, artifacts and symbols that guide human behaviour, account for shared patterns of thought and action; and, contribute to human, social, and physical survival. Culture is transmitted, reinforced, passed on and changes.

Discrimination:

Discrimination is the denial of equal treatment, civil liberties and opportunity – the unequal treatment of people or groups resulting in subordination and deprivation of political, social and economic rights with respect to education, accommodation, health care, employment, and access to goods, services and facilities. Discrimination may occur on the basis of race, nationality, ethnicity, gender, sexual orientation, age, religious or political affiliation, marital or family status, or disability. Discrimination is often invisible to those who are not its targets. There are three kinds of discrimination:

1) Overt Discrimination: Either the granting or denying of certain rights to certain groups or individuals.

2) Unequal Treatment: The differential treatment of one group in comparison with another because of certain characteristics (i.e. paying lower wages to women in comparison to me for work of equal value).

3) Systemic Discrimination: The policies and practices lodged firmly in established institutions, which result in the exclusion or promotion of designated groups. It differs from overt discrimination in that no individual intent is necessary.

Diversity:

Diversity is a term, which refers to the broad variety of differences and similarities among people. Often used within the context of culture, education, the workplace and business, diversity refers to differences and similarities in a number of dimensions which include, but are not limited to: race, age, place of origin, religion, ancestry, colour, citizenship, sex, sexual orientation, ethnic origin, disability, marital, parental or family status, educational background, literacy, geographical location, income, cultural tradition and work experience.

Economic:

Economic refers to anything having to do with money or wealth. Economic power is the use of money or wealth to get what a person or people want.

Equal Opportunity:

Equal Opportunity refers to policies, practices and guidelines that eliminate discriminatory practices and ensure equal access to employment, services, education and housing.

Equity:

Equity refers to the rights of the individual to an equitable share of the goods and services in society. However, equality of treatment will not guarantee equal results. Creating equal results sometimes requires treating people differently from each other. Focusing on the results instead of the treatment is the concept of equity.

Ethnic Group:

A community that is maintained by a shared heritage, culture, language or religion; a human group bound together by ties of cultural homogeneity, with a prevailing loyalty and adherence to certain basic institutions such as a family pattern, religion and language. Everyone belongs to an ethnic group. The term is often confused with 'racial minority'.

Ethnicity:

The many and varied beliefs, behaviours and traditions held in common by a group of people of a particular linguistic, historical, national, geographical, religious, racial and/or cultural origin. Ethnic diversity refers to the variety of similarities and differences of such groups, and to the presence of a number of groups within one society or nation. In Canada, ethnicity refers to the original homeland or homeland of ancestors prior to immigration to Canada.

Ethnocentrism:

Ethnocentrism is to see other societies and cultures from the point of view of your own society and culture rather in their own terms, and/or the tendency to view others, using one's own group and customs as the standard for judgment, and the tendency to see one's group, country, and customs as the best.

Ethno-culture/ethno-cultural:

Every person belongs to an ethnic group and each identifies with some cultural heritage shared by people of certain national, religious and/or language backgrounds. The term ethno-cultural refers to an ethnic identity supported by cultural practice, tradition and institutions. A group of people who believe they are ethnically and/or culturally distinct from other groups. For example, there are a wide variety of ethno-cultural groups among people of African, Asian, European and indigenous Northern, Central and South American backgrounds in Canada.

Ethno-Racial:

Ethno-racial pertains to ethnic and racial minorities.

First Nations:

The First Nations of Canada are those peoples that were here before European settlement. First Nations include North American Indian, Status or Non-Status, Inuit or Métis. The term "First Nations" people has evolved from "Indian" to "Native" to "Aboriginal" or First Nations.

Harassment:

Harassment is a form of discrimination and many forms of harassment are illegal. The aim of harassment is to make people feel unwelcome on the basis of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, sex, sexual orientation, and age, record of offences, marital status, family status or disability. Harassment may be either subtle or blunt and may take the form of: name-calling; inappropriate jokes or slurs; graffiti; displaying pin-ups, pornography or other offensive materials; unwelcome touching; actions that invade privacy; uttering insults or threats; discourteous treatment; physical or sexual assault.

Hate Crime/Hate Activity:

A hate crime is a criminal offence committed against a person or property that is motivated by the suspect/offender's hate or bias against a racial, religious, national, ethnic, sexual orientation, gender or disability group.

Hierarchy/equality:

A hierarchy is a social arrangement where some have more status and power than others. Equality is a social structure based on everyone having equal value and equal access to power.

Home Language:

Home language refers to the language spoken most often at home by an individual.

Immigrant:

An immigrant is one who moves from his/her place of origin to another country.

Immigrant Settlement Programs:

Immigrant Settlement Programs refers to the range of programs and services designed to assist newcomers with their settlement needs, including needs related to language, housing and counseling services, and employment. In Canada, the settlement programs are the responsibility of the national government while the services are delivered locally.

Immigration:

Immigration is the act of taking up permanent residence in a country that is not one's birthplace.

Interpreting Services:

Interpreting services refers to a range of communication support services, which are intended to remove communication/language barriers. Services include language translation and interpreting; and the provision of sign language interpreters.

Majority Group:

The group within a society that is largest in number or successfully determines or controls the economic, social, political and educational base. The term suggests social position and power.

Marginalization:

Marginalization refers to the experience of certain groups, which do not have full and equal access to and cannot participate in the social, economic, cultural and political institutions of society.

Minority Group:

Refers to a group of people within a given society that is either small in number, or, which has little or no access to social, economic, political, cultural or religious power due to ethnicity, race, income, sex, disability, faith, or other factors. The term implies inferior social standing.

Mother Tongue/First Language:

Refers to the first language learned at home in childhood and still understood by the individual.

Multiculturalism:

Multiculturalism is a concept, which refers to the composition of Canada both historically and currently, referring to the cultural and racial diversity of Canadian society. Multiculturalism is also an ideology, which holds that racial, cultural, religious and linguistic diversity is integral, beneficial, and a necessary part of Canadian society and identity.

Official Languages:

English and French are the two official languages in Canada. "Anglophone" refers to English-speaking persons; "Francophone" refers to French-speaking persons.

Oppression/oppressor/oppresses:

Oppression occurs when one group of people uses different forms of power to keep another group down in order to exploit them. The oppressor uses the power; the oppressed are exploited.

People of Colour:

A term which applies to members of racial minorities, other than Aboriginal people who are non-Caucasian in race or non-white in colour, and who so identify themselves or agree to be so identified. In the Canadian context, the term refers to a group of people who because of their physical characteristics are subjected to differential and unequal treatment.

Power:

Power is the control of and access to economic, political, educational, and social structures.

Prejudice:

A mental state or attitude of prejudging (usually unfavorably) a person or group, characteristics falsely attributed to the group as a whole.

Privilege:

Privilege is unearned power which gives certain groups economic, social and political advantages, such as the unequal distribution of resources and status. The ability to access resources, receives, acquire or assume benefits, on the basis of this status. Status can be based on things we as individuals have little or no control over, including sex, race, culture, ability, wealth and age.

Race:

A category used to classify people by common ancestry and relies on the differences in physical characteristics as colour of skin, hair texture, stature and facial characteristics.

Race Relations:

Race relations are the interactions between diverse racial groups within one society. The term race relations can also refer to the development of programs, policies and guidelines which promotes positive trans-racial and cross-cultural relations by eliminating racial intolerance and removing racial disadvantage.

Racism:

Racism is a system in which one individual or group of people exercise power over another individual or group on the basis of skin colour. It is based on the erroneous belief that one racial or ethnic group is better; more capable; somehow superior to other groups as determined by hereditary factors. Racism is a barrier, which can be built into and supported by our social/political/economic systems and institutions. For example, unnecessary height/weight requirements may screen racial minority groups and the demand for Canadian experience may screen immigrants from employment opportunities.

Stereotype:

A generalized conception of a group of people which results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Simply put, to stereotype is to have an oversimplified image of a group which ignores the individual differences and diversity that exist within any group of people.

Tolerance:

Tolerance is acceptance and open-mindedness to different practices, attitudes and cultures. To tolerate different practices, attitudes and cultures does not necessarily mean agreement with the differences.

Visible Minority:

Visible minority is a term that has been used to refer to people who are visibly different from members of the majority culture. The terms, racial minority and people of colour are also used. The term is also used to classify individuals for the purpose of employment equity programs. In this context, visible minority groups include Black, Indo-Pakistani, and Chinese, Korean, Japanese, South East Asian, Filipino, other Pacific Islanders, West Asian, Arab, Latin American, Aboriginal and multiple origins.

‘APPENDIX D’ - DESCRIPTION OF NEW CULTURAL DIVERSITY PROJECTS

Diversity Report/Communication Tool

To develop and implement an annual Diversity Study in Cambridge; to map the services and cultural groups within our community; and, to develop a communication tool.

Ambassadors Project

The Ambassador Project has proven to be extremely successful in other communities. It is a client leadership initiative and community-driven project that has engaged newcomers and immigrants in conducting outreach to isolated and vulnerable members of their and other communities. It allows newcomers and immigrants in the neighbourhood to play a key role in outreach and referral to settlement services as well as in community participation and engagement. The Ambassador Project is designed to train six to eight volunteers to provide information to link newcomers, immigrants and their families to existing services. The focus is on reaching clients with little or no experience with the social service sector. Volunteer Ambassadors create a visible presence in their communities wearing bright T-shirts and identification and will hand out simple flyers (in relevant languages) with basic referral information to potential clients. Ambassadors schedule times in key access points in their neighbourhoods such as apartment lobbies, malls, popular hang-outs, Laundromats, grocery stores, etc. to talk to neighbours, friends and family members about available services. The goal is to reach and link new clients to existing services.

Volunteer Project

A volunteer referral project developed in partnership with Volunteer Cambridge. The project creates a process which facilitates the communication, placement and training of newcomers and immigrants to volunteer positions in Cambridge. Newcomer and immigrants are educated about what it means to volunteer in Canada, how to get involved, benefits of volunteering, assistance in placement process and provides training and ongoing support to new volunteers, and the organizations that are providing placements.

Meaningful Network of Agencies

Cultural Diversity staff will participate in the development of a meaningful network of organizations to advocate for newcomers and immigrants with all sectors for legislation, as well as pursue funding to sustain community, support economic participation and deliver services, both locally and regionally. This also means participating in community committees to advocate on newcomer/immigrant needs.

Trends Research/Communication

Cultural Diversity Coordinator becomes aware of and stays up to date on trends and research, funding opportunities, issues, etc. affecting newcomer/immigrants.

Canadian Multi-culturalism Day

Utilizing the community development/capacity building approach, Canadian Multiculturalism Day involves bringing together various cultural groups to work collectively to plan, develop and implement a city-wide multicultural celebration in Cambridge. Several other days of significance would be acknowledged through the program; however, direct delivery of events would shift to in-direct delivery and rather the program would provide the necessary training and supports to enable cultural groups to organize their own events.

Culture Tours

Arrange tours of local cultural destinations and provide opportunity for discussion, learning and the promotion of our diversity. Example, Islamic Centre of Cambridge Tour, included facility tour, opportunity to observe worship service, sample authentic food, and question and answer discussion.

Anti-racism Training

Due to the sensitive nature of racism and oppression in our society, information presented must be done with discretion and content is used critically and modified to suite the audience. Therefore, before delivering this service, the Cultural Diversity Coordinator must be officially trained to do so. Another option is to partner with another non-profit organization that has already created successful training programs. For instance, Harmony Movement.

It's a Small World Project

A series of trainer toolboxes, prepared on any number of culturally related subjects (religion, games around the world, etc.), complete with lesson plan, sample activities, games and props which may be used for the delivery of a one hour interactive session by a volunteer/staff at a school, community group, parent-tot group, playground, etc.

Women/Youth Dialogue

This is a training program in facilitating diversity dialogue. Helping others tell their stories, express their views and share their experiences in a safe, nurturing environment is a difficult thing to do. So the Canadian Centre for Diversity is training volunteers from high schools and universities to facilitate sessions that educate youth from diverse communities. "Teaching Leaders, to Teach", is a partnership program that ensures that our volunteers are given the same orientation, the same skill sets, the same strategies and the same processes that are essential for this kind of transformational programs. It is designed to help them better understand the traditions and cultures within their schools and communities and to build bridges of friendship and understanding.

Conflict Mediation Program

Mediation assists individuals to resolve their own conflicts in order to achieve a mutually agreeable and lasting resolution. This is a voluntary process that can assist individuals or groups within a community. Trained community volunteers use a transformative model to: encourage face-to-face dialogue, discuss concerns and issues, and build understanding and search for win/win solutions.

Capacity Building Series

An educational series that brings professional speakers in to present on issues related to diversity and inclusion example, "how housing staff can provide more inclusive services," "how to recruit and retain Newcomers, Immigrants," etc.

Inclusion Mentoring Program

The development of a private and/or public learning group working collectively towards inclusion, coaching, mentoring, sharing information and resources, participating in the 10% organizational change challenge.

Leadership Development Workshops

Offer a series of workshop to build capacity within cultural organizations. Topics may include: Board governance, volunteer management, applying for grants, etc.

Learning Network

Recruit community champions to come together to form a learning group of cultural groups and/or organizations, working collectively towards building assets within their organizations, mobilizing them for civic participation, and participating in a challenge to make a 10% change within their organization.

‘APPENDIX E’ – CULTURAL DIVERSITY PROGRAM EVALUATION PROPOSAL

Cultural Diversity
Program an Evaluation
Proposal

Submitted to

Nicole Cichello Race Relations Coordinator YMCA of
Cambridge, Immigrant and Cross-cultural Services

Prepared by

Dina Etmanskie Social Planning Council of
Cambridge and North Dumfries

In the spring of 2008 the Social Planning Council of Cambridge and North Dumfries was contacted by the Race Relations Coordinator at YMCA of Cambridge to conduct an evaluation of the Cultural Diversity Program.

This document begins with some brief background information on the mission of YMCA Immigrant Services and its Race Relations division. The purposes of the evaluation are then explained, followed by the audience with whom the evaluation results will be shared. Specific questions to be addressed during the evaluation process are described. This plan presents details about the evaluation methodology to be employed, including methods, sample, and instrumentation. Logistics of the project are explained, including information about who will be doing what, when, and how. The final section in the plan proposes a budget for the project.

Dina Etmanskie, Social Planner, Social Planning Council of Cambridge and North Dumfries prepared this proposal with information provided by Nicole Cichello, Race Relations Coordinator at YMCA of Cambridge Immigrant & Cross-cultural Services.

Background

It is the mission of YMCA Immigrant Services to enhance the “wellness” and integration of newcomers/ immigrants by providing programs, resources and support services to assist in the creation of an inclusive community. The Race Relations division promotes and implements proactive race relations activities and services through a variety of community based initiatives and activities. Currently a three-year Cultural Diversity Program Plan is being developed.

Purpose

YMCA of Cambridge recognizes that moving forward with a Cultural Diversity Program Plan requires strong evaluation. The evaluation described in this document will be both formative and summative. It will be formative in describing the implementation of the various components of the Cultural Diversity Program Plan with a goal of providing information that can be used to improve the implementation. It will be summative in providing evidence of the effects of the program throughout the community. In short, the primary purposes of this evaluation are to optimize and document the impact of the Cultural Diversity Program on participation, learning, capacity-building and other aspects of life in the Cambridge community.

Audiences

Two organizations could be considered the primary audiences for this evaluation: YMCA of Cambridge and the City of Cambridge.

In order to have the information needed to guide future decision-making, many questions need to be addressed. No doubt new questions will be revealed during the course of the evaluation, but several questions can be posed in advance:

- 1 What is the impact of the cultural diversity program on social inclusion and community participation?
- 2 What is the impact of the cultural diversity program on community development, learning, and social change?
- 3 What is the impact of the cultural diversity program on capacity building (public and private sector organizations, ethno-cultural groups)?
- 4 What parts of the program plan went well?
- 5 Where did unexpected challenges develop?
- 6 What would be done differently if it could be done over?

Evaluation Methodology

This evaluation will assess both program process and impact. Several instruments will be used to gather data to address the various evaluation questions. These include surveys, observations, and interviews. The researchers will also review existing documentation generated by the program. Table 1 illustrates how the instruments will be used to address different questions. These data collection strategies and their alignment with various questions are preliminary at this time, and are subject to change in consultation with YMCA personnel.

Table 1: Data Collection Methods

Methods Question	Survey	Interview	Observation	Document review
Impact on social inclusion	◆	◆		◆
Impact on social change	◆	◆	◆	
Impact on capacity building	◆	◆		◆

Data will be gathered from several sources during the evaluation. Individual immigrants, as well as staff and representatives from both public and private sector organizations and ethno-cultural groups will participate in the evaluation, depending on the specific questions to be addressed.

An inductive approach will be used to analyze the data. While specific questions will guide the evaluation, no hypothesis will be formed prior to data collection and analysis. Rather, the evaluators will let the data guide the themes generated. This approach is intended to yield a rich and meaningful portrayal of the implementation and impact of the on the Cultural Diversity Program.

Several people will participate in this evaluation, including staff and student interns from The Social Planning Council of Cambridge and North Dumfries. Their roles and responsibilities are displayed in Table 2.

Table 2: Evaluation Personnel and Responsibilities

Personnel	Role	Responsibilities
Dina Etmanskie	Principal Investigator	Direct the overall research effort. Direct and participate in data collection and analysis. Prepare evaluation reports. Deliver evaluation updates.
To be determined	MSW Graduate Interns	Assist with the preparation and distribution of research instruments. Assist with data collection and analysis. Assist in preparing evaluation reports.

The table below shows the tasks and subtasks, level of effort, and cost for the Cultural Diversity Program evaluation:

Task/Subtask	Total Labour Hours	Total Costs
Task 1: Finalize Workplan		
Consultation with staff	4	\$400
Write draft workplan	10	\$1,000
Workplan review	4	\$400
Final workplan approval	1	\$100
Task 1 Totals	19	\$1,900
Task 2: Develop Survey		
Create sampling plan	12	\$1,200
Develop survey instrument	8	\$800
Pre-test instrument	4	\$400
Task 2 Totals	24	\$2,400
Task 3: Plan interviews		
Develop interview protocol	12	\$1,200
Find potential interviewees	4	\$400
Task 3 Totals	16	\$1,600
Task 4: Implement Survey		
Choose sample	5	\$500
Implement survey	35	\$3,500
Follow up with non-respondents	8	\$800
Task 4 Totals	48	\$4,800
Task 5: Implement Interviews		
Schedule interviews	2.5	\$250
Conduct interviews	11	\$1,100
Task 5 Totals	13.5	\$1,350
Task 6: Data Analysis		
Code and analyze survey	20	\$2,000
Code and analyze interviews	8	\$800
Develop preliminary findings	8	\$800
Task 6 Totals	36	\$3,600
Task 7: Write Final Report		
Write draft	12	\$1,200
Gather comments	4	\$400
Write final report	4	\$400
Task 7 Totals	20	\$2,000
Grand Totals	176.5	\$17,650



YMCA

We build strong kids,
strong families, strong communities.

YMCA Immigrant Services

Newcomer Survey

Assessment Results 2007

OBJECTIVE

The purpose of the Newcomer Survey is to learn about the needs of newcomers upon arrival to Canada and to obtain information regarding the incidence of discrimination and intolerance among newcomers. The survey will also indicate whether or not YMCA Immigrant Services is providing for these needs.

METHODOLOGY

One hundred and seventy-nine surveys were submitted by YMCA Immigrant Services clientele during 2007. All participants lived in Cambridge and were in Canada for 3 years or less at the time of his/her survey completion.

SUMMARY OF FINDINGS

Age Distribution

Two of the 179 respondents did not answer this question.

- 34% (60/179) of participants were ages 17 – 29
- 34% (60/179) of participants were ages 30-39
- 24% (43/179) of participants were ages 40-49
- 4% (7/179) of participants were ages 50-59
- 4% (7/179) of participants were ages 60 or older
- 1% (2/179) of participants did not respond to this question

Sex

175 of the 179 respondents answered this question

- 62% (111/179) of participants were male
- 36% (64/179) of participants were female

Question 1:

“How long have you lived in Canada?”

179/179 of the survey participants completed this question.

- 64% of respondents have lived in Canada for less than 1 year
- 36% of respondents have lived in Canada between 1 and 3 years

Question 2:

“Please circle your top 3 needs upon arrival in Canada.”

All 179 survey participants completed this question. In some cases respondents circled one, two or four top needs as opposed to three. Respondents were asked to indicate if there were any additional needs not listed as a choice in the survey. Additional needs were indicated in 15 of the 179 surveys.

- 68% (or 121/179) of participants identified housing as one of their top three needs upon arrival to Canada
- 64% (or 114/179) of participants identified education as one of their top three needs upon arrival to Canada
- 31% (or 56/179) of participants identified health care as one of their top three needs upon arrival to Canada
- 50% (or 90/179) of participants identified employment as one of their top three needs upon arrival to Canada
- 34% (or 60/179) of participants identified transportation as one of their top three needs upon arrival to Canada
- 8% (or 15/179) of participants identified other settlement / information needs as one of their top three needs upon arrival to Canada.
- These other needs were identified as
 - Have a good life (1)
 - French Immersion (1)
 - Interpreting/Translation (8)
 - How to adapt to Canada (1)
 - Information Resource Centre (1)
 - Document Preparation (2)
 - Understanding the Canadian Workplace (1)

Question 3:

“Are you satisfied with the Settlement Services provided?”

- 92% of respondents indicated that they were satisfied with the settlement services provided
- 6% were not satisfied
- 2% did not respond to the question

Question 4:

“Since arriving in Canada have you experienced discrimination and/or intolerance?”

- According to the survey, 14 % of respondents indicate that they have experienced discrimination or intolerance since arriving in Canada.
- 86% of respondents feel that they have not experienced discrimination or intolerance.

Question 5:

“Where have you experienced discrimination and/or intolerance?”

Results from question 5 are based on comments from the 14 % (or 25/179) respondents who answered ‘yes’ in question 4 above.

- 80% (or 20/25) of respondents identified employment as an area where they had experienced discrimination and/or intolerance
- 4 % (or 1/25) respondents identified housing as an area where they had experienced discrimination and/or intolerance
- 20 % (or 2/25) of respondents identified education as an area where they had experienced discrimination and/or intolerance
- 16% (or 4/25) of respondents identified the health care system as an area where they had experienced discrimination and/or intolerance
- 4 % (or 1/25) of respondents identified transportation as an area where they had experienced discrimination and/or intolerance
- 1 % (or 4/25) respondents identified other areas where they have experienced discrimination and/or intolerance

These other needs were identified as

- Shopping/Daily Needs (1)
- Applying for Canada Pension (2)
- People in General (1)

CONCLUSIONS:

To better serve newcomer clients, YMCA Immigrant Services conducts an annual settlement survey to assess the needs and satisfaction of our clientele. Key findings are summarized below.

1. In 2007 housing, education/ESL and health care were indicated as newcomers’ top three needs upon arrival to Canada.

2. In 2005 and in 2006 the top three needs were the same as was found in 2007.
3. In 2007 a higher number of respondents indicated that they had experienced discrimination than in 2006.
4. Survey participants again, as in 2004, 2005, and 2006 identified employment as the area most likely to experience discrimination.
5. Survey participants indicated that there are still some unmet needs in the community for new immigrants.
6. Overall, survey participants were very satisfied with settlement services provided.