Newcomer Engagement Manual:
A Guide for HRM

Cities & Environment Unit
July 2011

**Cities &
Environment**
Faculty of Architecture & Planning **Unit**
Dalhousie University

"Citizen participation in Municipal government is low, and over 50% of HRM residents have never attended or watched Halifax Regional Council meetings, public meetings, or contacted Councillors or HRM offices on issues or decisions made by the Municipality. However, 25% to 30% participate in some form by attending public meetings, volunteering, or contacting HRM at least once a year."[1]

Halifax Regional Municipality 2010 Citizen Survey Results

Table of Contents

Introduction

This Engagement Manual is intended for Halifax Regional Municipality (HRM)'s Department of Community Development as a tool to help better engage newcomers in planning processes (herein referred to simply as "planning"). This Manual may be shared with community members and other HRM departments, and may also prove useful as a resource for other municipalities or levels of government.

To inform and/or complement HRM's planned Community Engagement Inclusion Guide, this Engagement Manual investigates the barriers to newcomer participation in planning, and recommends four broad principles to guide action, and five steps to bridging the barriers to participation. Several specific actions are suggested for each of the five steps.

The development of this Engagement Manual is informed by the findings from a two-year research study funded by the Atlantic Metropolis Centre (AMC). The study investigates how best to engage newcomers in planning as an essential component of integration. The study was centred on a series of Learning Exchanges designed to engage small groups of newcomers in conversations about their communities, and about planning in the HRM context. These sessions enabled the research team to both test and refine the Learning Exchange engagement model and explore barriers and bridges to newcomer participation in planning and integration into their host communities.

Acknowledgements

Additional Resources

Two additional documents, also products of this research project, describe the findings of the research and informed the development of this Engagement Manual. *Toward Attracting and Retaining Newcomers in Halifax Regional Municipality* (Cities & Environment Unit, 2011) and *The Geography of Immigration in Halifax Regional Municipality* (Cities & Environment Unit, 2011) are available from the Atlantic Metropolis Centre and the Cities & Environment Unit. A volume of *Supplementary Materials* (Cities & Environment Unit, 2011) that includes additional details about the methodology and findings of this research is also available.

Glossary of Terms

Newcomer

"Immigrants in the family and economic class who have obtained permanent resident status and persons authorized to stay in Canada under a Ministerial Permit or a special authorization, such as refugees or live-in caregivers who are eligible for CIC programs" (Citizenship and Immigration Canada).

Immigrant

"Persons who are, or have been, landed immigrants" (Statistics Canada).
"Persons born outside Canada who reside in Canada, including refugees" (Citizenship and Immigration Canada).

Permanent Resident

Persons who are either in the non-immigrant or immigrant population of Canada (Statistics Canada).

Landed Immigrant

"Refers to a person who has been granted the right to live in Canada permanently by immigration authorities" (Statistics Canada).

Inclusive Community Engagement

While newcomers certainly face unique challenges integrating into and participating in their new communities, they are not the only marginalized group in HRM. Other socio-demographic groups faced with the same barriers experienced by newcomers, such as lack of knowledge of how to participate or difficulty getting to events, may feel isolated or excluded from participating in civic life in HRM. A language barrier may be the only barrier presented here that is fully unique to newcomers. As such, though it fell outside the scope of the research that informed this manual, many of the actions recommended to better engage newcomers would also help to better engage other marginalized groups.

This Manual is intended as a resource for HRM staff to help them better engage newcomers in planning, and the goal is inclusion. Therefore, we must be careful not to segregate newcomers in order to include them. In a webinar hosted on the Cities of Migration website, Cormac O'Donnell, Strategic Policy Manager, Office of Integration, Dublin, stated:

> "I think the approach that needs to be taken by the city and the state, is that migrants are welcome and entitled to all the opportunities that are available to everybody, and that the majority community … need to be made aware of the benefits that migration can bring to the country and that everybody is included at the discussion [that] isn't just held at the migrant community in isolation or isn't just held with the majority community in isolation, but is a very inclusive policy; that the majority community [is] included in policy development all the time so that sense of separation isn't happening."[2]

Immigration Policy Context

All three levels of government officially recognize the importance of immigration for future economic success.

Canada faces demographic, labour and tax base challenges that can only be eased with an infusion of young people and families. At the federal level, the current immigration system in Canada puts an emphasis on immigrants' ability to contribute to the economy. To determine a person's suitability to immigrate to Canada, a multifaceted point system examines that person's education, language, abilities, family status and skill set. Meanwhile, "the diversity of Canadians as regards to race, national or ethnic origin, colour and religion"[3] is well recognized as a fundamental character of the country. Canada also continues to work toward uniting families and meeting its international obligation to provide a safe haven for government-sponsored refugees.

Successful attraction and retention of immigrants is now seen as paramount to the future economic success of Nova Scotia, which, like many places, has a declining birth rate, an aging population and a high rate of out-migration among youth. An influx of population is required in order to stimulate economic growth and fill skilled labor positions.[4] In 2005, the province

published the Nova Scotia Immigration Strategy, setting goals to increase initial immigration attraction as well as the retention rate. In 2011, the province released the updated immigration strategy, *Welcome Home to Nova Scotia*, with substantially more ambitious targets for newcomer attraction and retention: 7,200 immigrants per year by 2020 with a retention rate of 70 percent, up from 3,600 immigrants per year by 2010.

The goals of the updated strategy include:
• Champion Nova Scotia's immigration needs, in partnership with the federal government and other Atlantic provinces.
• Focus our resources on attracting and keeping immigrants who can succeed here and help Nova Scotia businesses and communities prosper.
• Welcome immigrants and their families across Nova Scotia, and help them thrive and stay in their new communities.
• Improve our accountability by reporting back to Nova Scotians with clear results.

While the strategy recognizes the importance of helping newcomers integrate into workplaces and their communities to increase newcomer retention rates, there is no mention of the value of participation in community planning in relation to attraction and retention of newcomers.

At the municipal level HRM adopted the Immigration Action Plan in 2005 to accept and encourage immigration in order to build diversity and economic growth. Instead of stating specific attraction and retention goals, as the provincial strategy does, the Action Plan focuses on integration by advancing external communication and improving internal organizational structure.

Newcomer Participation and Integration

The Commission of European Communities defines integration:
> "Integration should be understood as a two-way process based on mutual rights and corresponding obligations…This implies on the one hand that it is the responsibility of the host society to ensure that the formal rights of immigrants are in place in such a way that the individual has the possibility of participating in economic, social, cultural and civil life and on the other, that immigrants respect the fundamental norms and values of the host society and participate actively in the integration process, without having to relinquish their own identity."[5]

Tovi Fenster describes a planning dilemma in the balance between the requirements of citizenship and the requirement of ethnicity.[6] Traditionally, planning has valued the rights and needs of citizens as a whole and thus it has been structured to overlook the needs of particular groups. In order for ethnic rights to be considered as an integral part of citizen rights, a different kind of planning process is required. This includes advocacy planning as described by Paul Davidoff,[7] but also a more inclusive way of planning that Fenster refers to as negotiated plan-making. This takes form as a "mutual learning process between planners and target groups, fostering participation as a way to meet both ethnic and citizen needs within the constraints of planning."[8] Advocacy and negotiated planning must become part of the local planning approach in order to truly engage immigrants in the process and expedite the identification of the host country as home.

When people participate in building, changing and recreating their communities, they become permanently entwined with those places, spaces and people.[9] When people participate, they begin to form their identities around the place that they live.[10] The goal of promoting participation in the planning process is two-fold: a) to have newcomers participate so that the shape of the city better reflects their needs and cultures, benefiting them and hopefully

attracting others and b) to promote participation because those that participate are more likely to feel invested in this community and more likely to stay.[11] The act of participating is a form of integration. Both of these ultimately promote integration into the host community.

Newcomers in HRM face many of the same barriers to integration as newcomers in other cities. The most common barriers include difficulty finding appropriate accommodation, securing employment, transportation and enrolling children in school.[12] Other barriers include feeling isolated from the host society, especially considering language and cultural obstacles may exist.

Participants in the Learning Exchanges spoke of some barriers to integration that appear more specific to HRM, including a lack of variety and intensity of activity (described by several participants as "boredom") and deficiencies with the local public transit system.

Inclusive Planning in HRM

HRM is interested in making engagement a fair and inclusive process. In 2008, HRM adopted a Community Engagement Strategy designed to "guide how the municipality will inform, consult with, and engage the public in developing and implementing its programs and services." [13]

HRM's Commitment to Principles of Community Engagement

1. Citizen participation is recognized as an asset, is valued and encouraged
2. The purpose and the process are clear to all participants
3. Everyone potentially affected by the process has an opportunity to become involved
4. Barriers to access are recognized and overcome to ensure diverse, inclusive and balanced participation
5. The process is respectful, fair, effective and transparent
6. Communication is clear, timely and effective
7. Public involvement is adequately resourced
8. Participants are informed of outcomes of community engagement
9. The public has an opportunity to provide feedback on the process
10. Community engagement is evaluated and improved

The engagement strategy provides 10 principles and 5 strategic approaches to promote engagement and ensure that residents have the opportunity to be active in the cultural and civic life of their community.[14] Principles 1 and 2 are particularly relevant to the participation of newcomers and the goals of this Engagement Manual: newcomer participation in planning.

The engagement strategy also proposes to take action on engaging diverse groups by developing a Community Engagement Inclusion Guide that would outline strategies for addressing barriers to participation.[15] This Engagement Manual could inform and/or enhance the proposed Guide.

Learning Exchange Engagement Model

In order to explore how newcomers might be better engaged in planning in HRM, it was important first to understand barriers and potential bridges to community integration and participation. To achieve this objective, a series of Learning Exchange sessions were hosted. The design of the Learning Exchange engagement model was based on best practices in immigrant engagement from existing literature; the model was refined as the project proceeded to improve the experience for participants and the outcomes for the research team.

Several different strategies were employed to recruit people to participate in the Learning Exchanges. Contacting service providers and having them help recruit participants was the most successful strategy.

A series of two two-hour Learning Exchanges were conducted in each of six locations (for a total of twelve sessions). This iterative process provided a greater amount of time with participants and enabled both the research team and participants to share and validate information over the span of two sessions. The main points discussed at the first session were summarized and presented back to participants at the second session as the basis for further discussion.

Each Learning Exchange began with a welcome and icebreaker activity followed by a short presentation on planning in session 1, and on participation in planning in session 2. The second portion included activities designed to initiate discussion on barriers and bridges to integration and participation. These activities included identifying their residence on a map and drawing a map of their neighbourhood from memory. Participants were invited to share their maps with the group along with an explanation of aspects of their neighbourhood that they liked and did not like, services they often use and their modes of transportation.

Participants also discussed perceptions of HRM before and after immigrating, and identified what they would like to see changed and how they would choose to do so. Throughout each Learning Exchange there were opportunities for participants to offer opinions, ask questions or discuss their neighbourhood, service needs, integration and civic participation. The Learning Exchanges were designed to be flexible participation events that evolved throughout the research project. As needed, activities were modified to allow sessions to flow, to better capture information and to encourage sharing.

Engaging Newcomers in Planning

Understanding the Barriers

In order to develop appropriate policies and strategies to ensure planning processes are more engaging and inclusive, it is important to acknowledge the different needs of immigrants generally, as well as variability in the ability to participate that depends on particular circumstances. Barriers to participation in planning identified through the Learning Exchanges and from the literature are summarized in Table 1. The barriers are organized within a five-category continuum to encourage a comprehensive and systematic approach to bridging them.

Barriers to Participation from Learning Exchanges

"So far, nothing has made me want to participate." (South End/West End 2)[**]

"Would rather do something with your family as opposed to sit through a meeting." (Bedford 2)

"Can everyone go to public meetings? If I am aware of it and everyone is allowed to go, I will go." (Clayton Park/Fairview 2)

"We didn't know how to participate in some problems in Halifax" (South End/West End 2)

"When the commons project [Dartmouth Transit Terminal] first started, I got a flyer under my door and I was very interested, but the reality is that I couldn't participate because of my language and lack of information." (Dartmouth 2)

"Public meetings: especially in winter, can be hard to motivate yourself to get to a meeting – many bus connections is a deterrent, bus does not come frequently, if you miss the bus the wait for the next one can be long." (Spryfield 2)

"When I first came here I was shy to participate because the culture and customs are a very sensitive point." (Dartmouth 2)

"If the neighbourhood thinks a project is a good idea, and I don't, how can I speak about this with an authority? I am a foreign woman. It's difficult for me to be a leader here." (Dartmouth 2)

** Refers to Learning Exchange location and session number (not participant number).

Not Aware	Aware			
	Disinterested	**Interested**		
		Not Able	**Are Able**	
			Uncertainty Barriers	**Systemic Problems**
Not aware newcomers have the right to participate (e.g., some may think only Canadian citizens can do so). Not be familiar with public participation and/or the Canadian process (e.g., public participation in some countries is not an option). Lack of knowledge of where to find information on how to get involved. Lack of understanding of English notices of planning events.	Not interested in participating. More concerned with larger and/or ethnic community than physical neighbourhood. No desire to get involved in politics. Disappointed by previous experience (e.g., may have participated in the past and issue was not addressed).	Too busy with other things (in general or specifically during the time of planning events). Lack of access to planning events (e.g., due to lack of transportation options). Lack of access to childcare. Insufficient language skills to participate.	Feel that they should have a better understanding of the culture and history of the city before participating. Feel that they should have a better understanding of planning and the process. Nervous to "complain." Unfamiliar with local community members.	Planning and participation system reflect the norms of the majority.[16] Cultural differences between minorities and the majority group may make communication difficult (lack of diversity training).[17]

Table 1: *Newcomer Barriers to Participating in Planning*

Broad Principles to Guide Action

In order to take action toward improving attraction, retention and integration of immigrants, it is important to adopt an attitude that acknowledges the significant barriers facing many newcomers. Four principles that are essential in moving forward include:

- Adopt a Comprehensive Approach
- Commit to Advancing along the Continuum of Community Engagement for each Process
- Understand and Connect with Existing Networks
- Ensure Flexibility and Adaptability

Adopt a Comprehensive Approach

While participation in planning is a way to promote integration, communities that are most successful at engaging newcomers in civic life, including planning, are those challenging all barriers to integration that newcomers face.[18] Without integration, a newcomer is less likely to participate in planning. Newcomers are less likely to participate in planning if they are struggling with language and cultural barriers, or are trying to meet their basic needs such as

appropriate housing and employment.

Barriers preventing participation in planning are often the same barriers hindering integration. Language, for example, is a barrier to both integration and participation in planning. Lack of access to comfortable, convenient and affordable transportation options was discussed by Learning Exchange participants as a barrier to both integration and participation in planning. If a newcomer is physically unable to attend an engagement event due to a lack of mobility options, they cannot be involved. Physical isolation also hinders a sense of being part of the larger community.

Full integration is not a requirement to enable participation in planning, but addressing some of the key barriers to integration may also make participation in planning more feasible for newcomers. It is reasonable to suggest that the best way to promote integration and engage newcomers in planning is to strive for both outcomes simultaneously.

Commit to Advancing along the Continuum of Community Engagement for each Process

HRM's Continuum of Community Engagement describes three levels of public involvement in decision making: *information sharing* "to educate and inform citizens," *consultation* "to seek feedback, test ideas, develop concepts and collaborative solutions" and *active participation* "to share or delegate decision making."[19] Although information sharing has an appropriate place in every planning process, to ensure an overall shift toward more meaningful participation in planning for newcomers efforts should be made to move beyond information sharing as part of all planning processes. Continuous effort to advance along the continuum with the goal of involving newcomers in policy development and decision making will help to ensure that communities develop in a way that better meets the needs of newcomers. Active participation in planning builds investment in a community, further encouraging newcomers to adopt their host community as home. As new approaches to enabling active participation are designed, tested, implemented and improved, the commitment to advance along the continuum will become increasingly embedded in local planning practice.

Community Integration Network

A group that includes representatives from all levels of government and service providers such as HRM Public Libraries, ISIS, etc. is working on improving integration through the lenses of community development.

HRM's Community Engagement Strategy acknowledges the importance of clearly communicating the level of engagement selected for any given process. Given that newcomers to Canada may be unfamiliar with the structure of our governments, how the planning system works and how they can participate, it is particularly important to be clear about the expected outcomes of engagement. Newcomers must be well informed of why their input is being sought, how they can participate, and how their input will inform the process. One negative experience that does not meet a newcomer's expectations could discourage any future participation.

Effectively engaging newcomers in planning requires substantial effort, resources and forethought. Recognition of potential barriers that the targeted group may face is a first step to overcoming them. Efforts to overcome the barriers and increase the level of involvement of newcomers along the continuum requires designing effective engagement strategies and

building them into project timelines and budgets.

Understand and Connect with Existing Networks

Our research highlights the importance of seeking support from people closely connected to newcomer communities to help build awareness of a process and encourage newcomers to participate. We had the most successful participation at our Learning Exchanges not through advertising with posters or flyers, but by having someone trusted by newcomers explain our project and help us recruit. Building awareness of a process through such networks is as important as the design of an engagement event; if newcomers do not attend the event then you have wasted your efforts. Connecting with newcomer networks requires access to information about key community contacts, service providers, and cultural and community groups. *Action 4.3: Develop a community contact database solution* in HRM's Community Engagement Strategy supports the development of a resource that could provide HRM staff with access to information about newcomer networks.

Involving newcomers who are members of the community you are trying to reach in the design, organization, promotion and implementation of an engagement process takes this principle a step further. HRM Community Development staff tested this approach in the development of the Arabic version of *A Newcomer's Guide*.[20] This approach also promotes a shift along the community engagement continuum toward active participation for newcomers and has the potential to build capacity amongst the newcomer population.

Ensure Flexibility and Adaptability

Although many newcomers may face similar challenges, they may also differ widely. Arriving from all parts of the world and bringing with them unique histories and traditions, the immigrant population is incredibly diverse. As HRM staff and leadership's understanding of the region's newcomer communities deepens, planning processes can be adapted to better meet the needs of particular groups and increase their level of participation. Although a consistent approach is important, allowing planning processes and engagement techniques to evolve based on what works and what does not is crucial.

Enhanced community contact database

HRM could include as part of the **"community contact database solution" (Action 4.3 from HRM's Community Engagement Strategy, 2008)** information about Neighbourhood Associations (myHRM.ca) to build a more integrated database as a tool to relay information to newcomers and other citizens (furthering Action 4.6: Develop a revised and enhanced notification process). Information about ethnic groups, their preferred language and their settlement patterns in HRM could also be included.

Five Steps to Bridging the Barriers

To provide tangible ideas on how to apply the four principles, we provide a checklist of actions for each of five steps to bridging the barriers to participation in planning. Each action helps enable active newcomer participation in planning processes that are meaningful and supportive.
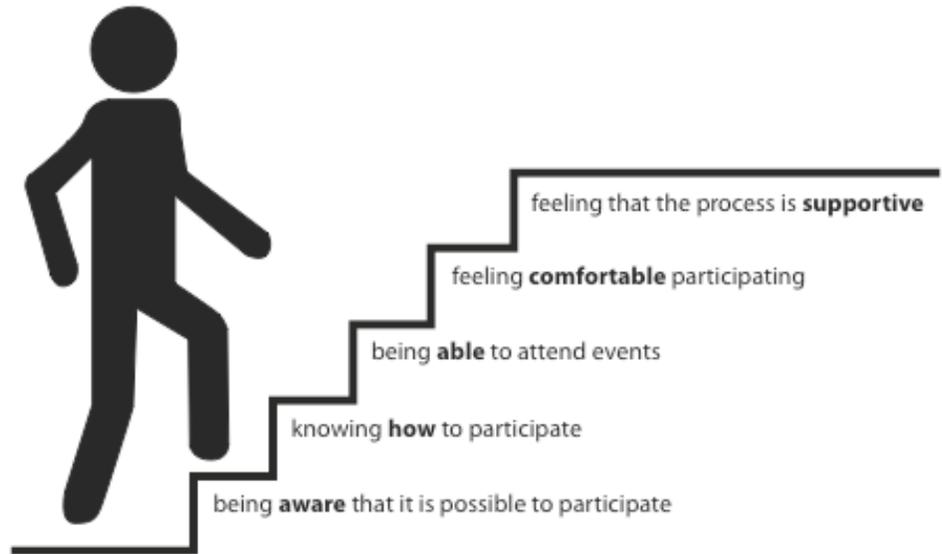

feeling that the process is **supportive**

feeling **comfortable** participating

being **able** to attend events

knowing **how** to participate

being **aware** that it is possible to participate

Figure 1: *The five steps to bridging barriers to participation in planning processes.*

1. Being **aware that it is possible** to participate in planning and interested in participating

- Encourage newcomers to participate in committees, boards and task forces.[21]
- Organize regular focus group discussions of newcomer needs.[22]
- Organize events as an opportunity for newcomers to learn about planning participation and their new city.
- Teach community and cultural leaders about planning.[23]
- Include in Newcomer's Guide information on newcomer rights to participate and how to get involved in planning and civic life.

2. **Knowing how to participate** *in planning*

Immigrant Settlement & Integration Services (ISIS) uses HRM's Newcomer's Guide as a teaching tool in language classes.

- Hire to represent diversity in the community.[24]
- Hire a social planner with a role focused on integration.[25]
- Develop planning curriculum and lobby to have it taught in HRM schools.[26]

3. Being **able to attend** *engagement events*

Action 2.5 in HRM's Community Engagement Strategy is to develop an interactive Community Engagement Calendar to improve coordination of public engagement sessions.

- Ensure public events consider cultural and religious practices, beliefs and holidays.
- Coordinate engagement activities internally to avoid scheduling conflicts.[27]
- Learn from ethnic community leaders about cultural norms (e.g., specific gender needs, etc.).[28]
- Provide childcare at engagement sessions.
- Provide translation services at engagement sessions.
- Ensure locations for events are fully accessible.[29]
- Provide options for participation that do not require travel (e.g., online questionnaires and discussion forums, etc.).

4. **Feeling comfortable** *participating*

- Research ways newcomers feel comfortable being engaged.
- Provide translations in the most commonly spoken languages of material specific to newcomers.[30]
- When providing information use clear and simple language, visuals and maps.[31]
- Host events in safe and welcoming spaces in target group's community, or in a space they know well.

Meeting Places: venues such as the International Market at the Seaport Farmer's market are a good example of spaces that draw newcomers. Schools and public libraries are other major resources in terms of community meeting spaces.

- Pre-test documents, presentations and activities before engagement sessions.[32]
- Provide newcomers with opportunities to put new knowledge into practice in a safe environment (e.g., simulations, role playing, etc.).

5. Feeling the participation **process is supportive** *of one's needs*

- Make goals inspiring for newcomers by explaining relevance of the issue and focusing on issues that impact their lives (Sidebar: newcomer priorities include affordable housing, transportation and childcare).[33]
- Ensure events are meaningful, and notify newcomers how their participation will be used to generate results.[34]

Service providers hold a wealth of knowledge of newcomer issues. ISIS, for example, serves approximately 3500 clients a year, half of whom are newcomers. Approximately two thirds of ISIS staff are immigrants themselves.

- Stay aware of biases in planning standards and guidelines that support mainstream culture and marginalize other cultures.[35]

Conclusion

Engagement in civic life is essential to integrating and retaining newcomers. Not only does engagement give newcomers a new understanding of their community and a voice in making it their own, but by carefully listening to what they are saying, communities in HRM can develop into places that are more welcoming to newcomers; places with characteristics that many of the Learning Exchange participants seem to be looking for: more intensity, richer public environments, easier access to services, employment and amenities and the availability of a range of affordable housing types. Such communities are more likely to benefit newcomers and attract others.

Online Resources

Atlantic Metropolis Centre (AMC)
www.atlantic.metropolis.net/index_e.html
The Atlantic Metropolis Centre "is a consortium of academic researchers, government representatives, and non-governmental organizations dedicated to pursuing policy-relevant research related to immigration, population migrations, and cultural diversity."

Cities of Migration
http://citiesofmigration.ca/
Cities of Migration showcases what other cities are doing to promote integration of urban migrants throughout the world.

Halifax Public Libraries
http://www.halifaxpubliclibraries.ca/
Halifax Public Libraries provides information on their website about many of the services available to immigrants in HRM. From the homepage, click *Classic Catalogue* (top right corner), then click *Community Info*, change the search drop down to *Organization Name Keywords and* type "Immigrant." A series of organizations with descriptions and contact information is provided.

Halifax Regional Municipality (HRM)
http://www.halifax.ca/newcomers/index.html
This page of HRM's website provides information about immigration and settlement for newcomers. HRM's latest version of the *Newcomer's Guide* can be downloaded here.

Immigration Francophone Nouvelle-Écosse
www.vienouvelle-ecosse.ca/
Immigration Francophone Nouvelle-Écosse provides settlement and integration services to French-speaking immigrants to Nova Scotia.

Immigrant Settlement & Integration Services (ISIS)
www.isisns.ca/
ISIS is "a leading community organization that welcomes immigrants to Nova Scotia. Working in partnership, we offer services and create opportunities to help immigrants to participate fully in Canadian life."

Nova Scotia Office of Immigration
www.novascotiaimmigration.com/
Official immigration website of the Government of Nova Scotia.

The YMCA of Greater Halifax/Dartmouth
www.ymcahrm.ns.ca/
Includes information about the YMCA Centre for Immigrant Programs.

References

Akbari, A. & Sun, C. (2006). Immigrant Attraction and Retention: What Can Work and What is Being Done in Atlantic Canada? *Our Diverse Cities, Summer*(2), 129-133.

Bahbahani, K. (2008). The changing face of Kelowna: Best practices for creating a welcoming community Intercultural Society of the Central Okanagan.

Canadian Multiculturalism Act (R.S.C., 1985, c. 24 (4th Supp.)).

Carter, T. (2005). The influence of immigration on global city housing markets: The Canadian perspective. Urban Policy and Research, 23(3), 265.

Cities & Environment Unit. (2011). The Geography of Immigration (forthcoming).

Cities & Environment Unit. (2011). Newcomer Engagement Manual: A Guide for HRM (forthcoming).

Cities & Environment Unit. (2011). Supplementary Materials, from the research project: Transforming Halifax: Connecting Immigrants with Planning Policy and Urban Design (forthcoming).

Cities of Migration Webinar (2009) *Routes to belonging: the role of cities in the civic and political integration of immigrants*. Retrieved online August 17, 2010 from http://citiesofmigration.ca/integration-learning-exchange/calendar/lang/en/

Entzinger, H. and Biezeveld, R., *Benchmarking in Immigrant Integration.* European Research Centre on Migration and Ethnic Relations (Erasmus University). Retrieved online August 18, 2010 from http://ec.europa.eu/justice_home/funding/2004_2007/doc/study_indicators_integration.pdf

Davidoff, P. (1965). Advocacy and pluralism in planning *Journal of American Institute of Planners* 31, 331-338.

Durana, J. (2010). Financial literacy programs for immigrants. Washington, D.C.: Municipal Action for Immigrant Integration.

Fenster, T. (1996). Ethnicity and citizen identity in planning and development for minority groups. *Political Geography*, 15(5), 405-418.

Frisken, F., & Wallace, M. (2003). Governing the multicultural city-region. *Canadian Public Administration*, 46(2), 153-177. Retrieved from http://ezproxy.library.dal.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=11036278&site=ehost-live

HRM (2005), Immigrant Action Plan.

HRM (2008). HRM Community Engagement Strategy.

HRM (2010). Citizen Survey Result. Retrieved Wednesday July 21 from http://www.halifax.ca/citizensurvey/index.html

Jenkins, O. B. (2004). *Cognitive and social culture.* Retrieved May 17, 2010, from http://orvillejenkins.com/whatisculture/cogandsocialcul.html

Keidan, G. (2008). A Local Official's Guide to Immigrant Civic Engagement. Sacramento, CA: Institute for Local Government.

Lanfer, A., & Taylor, M. (2005). Immigration engagement in public open space: Strategies for the new Boston. Boston, Massachusetts: Barr Foundation.

Lauwaert, M. (2009). Playing the city: Public participation in a contested suburban area. *Journal of Urban Technology*, 16(2-2), 143-168.

Lee, J. (2002). Visioning Diversity: Planning Vancouver's Multicultural Communities (Unpublished Master's Thesis). University of Waterloo, Canada.

Morris, A. A. D., & Leistner, P. (2009). From neighborhood association system to participatory democracy: Broadening and deepening public involvement in Portland, Oregon. *National Civic Review*, 98(2), 47-55.

NA, The Stuttgart Pact For Integration: the Power of Planning, Cities of Migration, Retrieved online on July 20, 2010, from http://citiesofmigration.ca/the-stuttgart-pact-for-integration-the-power-of-planning/lang/en/

Nova Scotia Office of Immigration (2005). *Immigration Strategy Consultation Report.* Retrieved August 10, 2010 from http://novascotiaimmigration.com/corporate-documents

Province of Nova Scotia, Department of Immigration (2005). *Nova Scotia's Immigration Strategy.* Communications Nova Scotia. 20 Aug 2008. Retrieved August 20, 2008 from www.novascotiaimmigration.com

Prasad, A., & Yeh, J. (2009). Leadership and collaboration on immigration in peel region. *Plan Canada: Special Edition: Welcoming Communities: Planning for Diverse Populations*, 68.

Quadeer, M. A. (2009). What is this thing called multicultural planning? *Plan Canada: Special Edition: Welcoming Communities: Planning for Diverse Populations*, 10-13.

Sandercock, L. (2003). Integrating immigrants: The challenge for cities, city governments, and the city-building professions. Vancouver, British Columbia: RIM Working Paper Series No. 03-14.

Sandercock, L., Dickout, L., & Winkler, T. (2004). The quest for an inclusive city: An exploration of Sri Lankan Tamil experience of integration in Toronto and Vancouver. Vancouver, British Columbia: RIM Working Paper Series No. 04-12.

Sanoff, H. (2000). Community Participation Methods in Design and Planning. Wiley. New York.

Schachter, H., & Liu, R. (2005). Policy development and new immigrant communities: A case study of citizen input in defining transit problems. *Public Administration Review*, 65(5), 614-623.

Steyn, D. (2008). The changing face of Kelowna: Are we ready? Intercultural Society of the Central Okanagan.

Statistics Canada (2006) *Profile of Language, Immigration, Citizenship, Mobility and Migration for Census Metropolitan Areas, Tracted Census Agglomerations and Census Tracts, 2006 Census Author: 2006 Census Statistics Canada*, 94-577-XCB2006005. Retrieved online from http://www12.statcan.ca/census-recensement/2006/ref/dict/app-ann010-eg.cfm

Endnotes

[1 2] http://citiesofmigration.ca/integration-learning-exchange/calendar/lang/en/
[3] Canadian Multicultural Act of 1985, para. 8
[4] Akbari, 2005; Province of Nova Scotia, 2005; Halifax Regional Municipality, 2007
[5] Commission of the European Communities 2003, p. 17-18 in Entzinger and Biezeveld, 2003, p. 17 -18
[6] Fenster, 1996
[7] Davidoff, 1965
[8] Fenster, 1996, p. 413
[9] Sanoff, 2000
[10] Sanoff, 2000
[11] Keidan, 2008
[12] Statistics Canada, 2006
[13] HRM, Community Engagement Strategy, p. 3
[14] HRM Community Engagement Strategy, p. 4
[15] HRM Community Engagement Strategy, p. 20
[16] Sandercock, 2003, Agrawal, 2009
[17] Sandercock, 2003; Burayidi, 2000; Lee, 2002
[18] NA, 2010, Sandercock, 2003,
[19] HRM, Community Engagement Strategy, 2008, p. 11-12
[20] Corser, Susan and Hammond, Philip. 2010. Personal communication with author.
[21] Quadeer, 2009, p. 13
[22] Schachter & Liu, 2005; Bahbahani, 2008

[23] Keidan, 2008
[24] HRM, 2005
[25] Sandercock et al., 2004, p. 40
[26] HRM, 2005, p. 6
[27] HRM, Community Engagement Strategy, p. 17
[28] Keidan, 2008
[29] Keidan, 2008
[30] Bahbahani, 2008; Morris and Leistner, 2009; Steyn, 2008
[31] Keidan, 2008
[32] Keidan, 2008
[33] Keidan, 2008
[34] Keidan, 2008
[35] Quadeer, 2009