

- Are minority communities adequately represented in the various organizations of the Canadian justice system? How adequately do police services in Canada reflect the diversity of the populations they serve? What measures are, or should be, in place to ensure that police services and other organizations that are part of the justice system (including private policing) are able to respond to incidents involving visible, ethnic, religious and linguistic minorities, as well as newcomers who may be less familiar with Canada's justice system? How are police services and other justice system players addressing issues related to racial profiling and cultural sensitivity? What role do language barriers play?
  - What is the role of school-based police officers and how effective is this approach in forging healthy relationships between police and minority and newcomer children and youth?
  - What are the main "channels" and methods through which irregular migrants, including trafficked persons and asylum seekers enter Canada? Are there formal and/or informal networks in Canadian communities that knowingly receive and integrate irregular migrants, trafficked persons and/or undocumented workers? Does circumventing the Canadian legal system for entry to Canada correlate with a propensity to further circumvent Canadian laws? What impact does their status have on educational outcomes of illegal migrant children? To what degree is the exploitation of immigrant labour in sectors other than the sex trade prevalent in Canada? What additional measures could be taken to reduce the chances that high-risk and illegal migrants enter the country?
  - What is the community experience and impact of hate crime and bias activity amongst minority communities in Canada? How under-reported are hate crimes and bias activities in Canada amongst different minority communities? Is there a difference between the experience of hate crime and bias activity and the fear of it? What are the roles of teacher, school administration, and school policies in preventing discriminatory behaviours in schools, including cyberbullying? What are the legal considerations concerning cyberbullying? What are the legally defensible policy standards for educators concerning safety, equality and citizenship?
  - What are the links between security at the border and social trends in migrant communities, including prosperity, marginalization and radicalization? How does security policy and enforcement at the border affect migrants' decisions to enter Canada?
  - Focusing on infectious disease issues, what are the needs of migrants and mobile populations in terms of travel medicine advice and intervention? What kinds of programs are needed to mitigate the risks related to travel-related diseases in migrant populations (malaria, parasites, HIV, TB, etc.)? What international disease control practices are needed in the age of dual citizenship? Is the appropriate regulatory capacity available worldwide to deal with risk management in this area?
  - What are the health implications of the movement of humanitarian and refugee populations, many of who originate in areas of significant public health risk? Is there a need for international coordination for migrant receiving nations to manage this more effectively rather than have each do it on their own? Is there a need for international collaboration to develop standards for managing destination-related public health risks in those being selected for immigration/resettlement?
  - What are the global health security issues related to the migration of physicians? How might the movement of recently trained health professionals, skilled in management of new health threats, from developing countries impact health risk in Canada and other receiving nations?
- 6) Welcoming Communities:  
The Role of Host Communities in Attracting, Integrating and Retaining Newcomers and Minorities
- The extent to which a society is able to integrate/include immigrants, refugees and minorities depends on a number of societal conditions, some of which can be effectively altered by government policy. This policy-research priority will examine what public policy instruments can enhance the capacity of Canada, its cities and communities to receive and integrate

immigrants, refugees, and minorities and will seek empirically determined best practices that can be adapted for use in other contexts.

Policy-research questions could include:

- What factors determine a host community's "absorptive capacity?" How susceptible to policy interventions is this capacity? How do employment opportunities, the availability of appropriate housing, schooling and social services affect a community's ability to attract, integrate and retain newcomers and minorities? How can policy respond to the diverse needs of newcomers, including those of women, children and youth, seniors and refugees? Can we use this information to establish an "ideal" level of immigration? How can progress be defined with respect to integration/inclusion? What are the best indicators of how this could be measured in the social, economic, cultural and political spheres?
- What are the basic requirements and necessary conditions in order for a community or region, particularly in non-traditional areas (second- or third-tier cities, rural and remote regions) to attract immigrants? What are the advantages for non-traditional regions to attract immigrants? How can governments build on this to develop regional immigration attraction strategies? Internationally, what have other governments done? What are some of the barriers or challenges for non-traditional regions in attracting immigrants? What will be the consequences for non-traditional regions if they are unsuccessful in attracting immigrants? Are the same push and pull factors at play with brain circulation and return migration?
- From a national policy perspective, what can be done to attract more immigrants to settle in the regions? What are the implications of a continuation or amplification of the current patterns of immigrant settlement for national cohesion and for possible rural-urban and regional divides? What public policy instruments or strategies should be used to assist the Government of Canada in meeting its objectives linked to Canada's linguistic duality and regional development? What tools could be used to increase the capacity of communities to recruit, welcome and integrate immigrants and minorities in both linguistic minority communities and in rural areas? What factors have been successful in attracting immigrant entrepreneurs? What indicators could be used to measure the success of these initiatives?
- Do interactions between newcomers and minorities, and dominant majority Canadians lead to increased acceptance and inclusion? What is the role of school in working with newcomers, minorities and the dominant majority in making mutual adaptation both desirable and possible? Is this most effectively accomplished through diverse neighbourhoods, workplaces, schools, public spaces, specific government-supported activities like the Host Program and/or the Privately Sponsored Refugee Program?
- Can the creation and enhancement of healthy cities and communities (including such characteristics as active urban parks, safe walking and bicycle paths, culturally sensitive physical activity programs and services, etc.) contribute to the attraction and retention of immigrants in both traditional and non-traditional areas such as second- and third-tier cities? If so, what government policies are needed to facilitate and support the development of such healthy conditions and services?
- What is the role of schools in creating a sense of community? To what extent are immigrant families likely to stay or move away based on educational opportunities for their children? How can schools improve the experiences of refugee and immigrant children?
- How do immigration-related enforcement activities affect settlement and integration patterns of new migrants or the ability of host communities to attract, integrate and retain newcomers?
- How do racism and discrimination manifest themselves in communities across the country, especially those communities outside of Montréal, Toronto and Vancouver? How is it measured? What effective strategies have been developed to counter racism and discrimination? What role can the Government of Canada play in eliminating racism and discrimination?