Section 1

Getting Started

1 The New Arrival

Introduction

This chapter provides background information about students of diverse linguistic and cultural backgrounds, and outlines some of the reasons for their presence in classrooms in post-industrial countries. In some of these countries, such as Spain, immigration is a relatively recent phenomenon, and teachers need to adapt quickly to a new reality. In other countries, such as Canada, linguistic and cultural diversity, present since the earliest settlements of Aboriginal peoples and fuelled by several centuries of immigration, have helped to shape a national identity; nevertheless, many smaller towns and rural communities have only recently begun directly to experience and respond to the impact of immigration in schools.

You will gain some understanding of the experiences and needs of immigrant and minority students as they adjust to a new cultural and educational environment at the same time as they are learning a new language for school. The chapter ends with some ideas about the role of the school in a community that is being transformed by the arrival of new residents from all over the world.

Who Are The New Immigrants?

Immigration has been an essential feature of North American development since the 15th century. For hundreds of years the majority of immigrants to Canada were from Europe, especially from Great Britain and France, and various measures were in place to discourage immigration from other parts of the world. However, perhaps as a result of the rise in their standard of living since the end of the Second World War, fewer Europeans now feel the need to emigrate in order to improve their lives. In the 1960s barriers were removed for prospective immigrants from other parts of the world, and a 'points system' based on the individual's education and skills is now used to select applicants from other countries to fill labour market gaps in Canada. As a result, the ethnic composition of the immigrant population has changed dramatically. Today, most immigrants to Canada are from countries in Asia, Africa, and Latin America, and have neither English nor French as their first language.

Immigration policies in Canada generally focus on adult newcomers and the contributions they can make to their new country. Many of those adults bring their children with them, or send for them within a year or two. Today about 20% of immigrants to Canada are under the age of 15. These children all not only have the right to attend school, but are obliged to do so; indeed, in the Canadian province of Ontario, the destination province of most newcomers to Canada, students must attend school until the age of 18, and have the right to stay until the age of 21.

In Europe, large-scale immigration is a more recent phenomenon. Until relatively recently, most European countries were source countries of immigration to the Americas. Now the situation is reversed, and many European countries are experiencing a dramatic increase in immigration. Many of the newcomers are from former colonies: for example, most immigrants to Spain are from Latin America. Others are from other European Union countries and, therefore, have the right to live and work in any other member country. In Spain there are also increasing numbers of newcomers from Africa and Asia. In Spain, about 13% of immigrants are under the age of 15.

Why Do They Come?

People leave their homelands because they can imagine a better future for themselves, and especially for their children. Starting a new life in a new country requires courage, initiative, and imagination.

What makes them leave their own countries?

Reasons for leaving the homeland, or 'push factors', are many and complex, varying from country to country and from decade to decade. Push factors include poor social and economic conditions, lack of educational or career opportunity, war or civil conflict, and political or religious oppression and other human rights abuses. Teachers can often see the effects of events around the world in the composition of their classes. For example, recent newcomers in Toronto schools include children from Afghanistan and Iraq, as well as children of Karan background from Myanmar, who have been living in refugee camps in Thailand.

What makes them choose to come here?

From the perspective of host countries in Europe and North America, immigrants come to renew the workforce and expand the economy. In countries such as Spain and Canada, an aging population and negative population growth have led to shortages of professionals and skilled workers in fields such as health and technology. Immigrants also come to work as cleaners, kitchen workers, hospital orderlies and assistants, construction workers, machine operators in factories, agricultural workers, and carers of children or elderly people – jobs that many people in Spain and Canada, and in most other post-industrial countries, are no longer willing to do. Many immigrants work in these jobs even though they have professional skills or advanced training, in the hope of finding work more in their own fields later on.

Some countries recognise the importance of immigration as a stimulus to the economy and have developed mechanisms that enable them to recruit and select prospective immigrants according to various criteria. There is also an infrastructure of settlement services, including language classes, to assist new immigrant workers and families as they adjust to their new environment.

The Future of Immigration in Canada

We all know that within a few years, 100 percent of Canada's labour market growth will be attributable to immigration rather than natural growth in our population. We also know that, with an aging population, we need newcomers to ensure that we have the workers and, indeed, taxpayers, but more importantly, citizens of the future. And we also recognise that Canada has deeply grounded in its history this tradition of diversity, of pluralism, that is part of the reason for the dynamism of this country. . .

But we can and must do better when it comes to immigration because over the past 20 years the data tells us that newcomers to Canada have not been doing as well economically. They are, as a whole, falling behind. Immigrants to Canada with university degrees are twice as likely to be unemployed as native born Canadians with university degrees. Newcomers used to generate higher incomes in a short period of time than the average Canadian income, and that's no longer the case. And we know that hundreds of thousands of new Canadians are stuck in survival jobs. Underemployed, highly trained professionals who find themselves locked out of their chosen profession in Canada and often struggling because of the Canadian experience paradox. . . No Canadian experience so you don't get a job. If you can't get a job, you can't get Canadian experience. . . These are challenges that we need to address.

Hon. Jason Kenney, Minister of Citizenship, Immigration and Multiculturalism, speaking at the Economic Club of Canada in Toronto, June 9, 2010. Reproduced with the permission of the Minister of Public Works and Government Services, Canada, 2012.

(http://www.cic.gc.ca/english/department/media/speeches/2010/2010-06-09.asp)

In other countries, such as Spain, immigration is more recent, and various levels of government, while recognizing the need to respond to the needs of newcomer families and children, are finding it difficult to do so in a time of severe economic crisis.

Public opinion in countries that receive new immigrants is often based on the assumption that immigration represents a cost and a burden to the host society. However, the costs associated with the reception and resettlement of immigrants must be weighed against the economic benefits. For example, Canada's investment in these ready-to-go workers, in the form of resettlement services and language training, has to be weighed against the costs to other countries of raising and educating them from birth. In fact, Canada's high standard of living is being subsidised by immigration from other countries – mostly poorer countries that cannot afford to lose valuable human resources.

For those immigrants who make a deliberate choice to emigrate from their home country, generally for economic reasons, the choice of a particular country to emigrate to depends on its 'pull factors'. For example, the pull factors that draw immigrants to Canada include its active immigration programme, economic opportunity, the availability of services such as health and education, its multiculturalism policy, and its international reputation as a safe, peace-loving country where human rights and social, political, and religious freedoms are protected. Spain has many of the same pull factors. In addition, proximity makes Spain attractive to newcomers from other European

Union countries as well as North Africa, while Spanish-speaking immigrants from Latin America are attracted to a country where they can speak their own language and with which they share some history.

How Do They Come?

Across Europe there are currently very different approaches to the admission and resettlement of immigrants, for the assessment of refugee claims, for the control of 'illegal' or undocumented immigrants, and the flow of immigrants across borders.

Even in countries with a long history of immigration, such as Canada, policies and procedures are regularly re-examined and revised in order to provide a balance between pragmatism (benefits to Canada) and altruism (humane considerations such as family reunification and asylum for refugees). Canada is regarded around the world as a country that has been successful in integrating 'New Canadians' from very diverse linguistic and ethnocultural backgrounds, and countries in Europe often look to Canada for examples of how to develop a modern approach to immigration.

Canada's five-year plan for immigration includes the following major categories for admission to the country:

- Most immigrants to Canada apply through the points system, a process which often takes several years. These immigrants have time to prepare for the transition and have their documents and financial affairs in order. They arrive in Canada as permanent residents and enjoy most of the rights of Canadian citizens.
- Once established, immigrants are allowed to sponsor close relatives, including children and spouses, who may arrive several years later. Although the support of family members who are already established can be invaluable, family reunification can also be a difficult process; for example, in situations where children have been separated from one or both parents for a number of years.
- Other newcomers arrive as refugees. These newcomers are accepted because they meet certain criteria established by the United Nations' 1951 *Geneva Convention Relating to the Status of Refugees* and its 1967 Protocol. *Convention Refugees* are persons with a well-founded fear of persecution based on race, religion, nationality, political opinion or membership in a particular social group. They may be resettled in Canada with government assistance, or through the sponsorship of a community group in Canada. *Refugee claimants* (known as asylum seekers in the UK) usually arrive without having made a prior application, and begin the process of making a claim for refugee status on arrival. This process may take years and can cause great anxiety and feelings of insecurity.
- Other workers arrive on temporary work and residence permits to take up seasonal work, such as fruit picking, or on temporary assignments with diplomatic missions or multinational corporations.
- A small percentage of new immigrants are admitted to Canada as investors, entrepreneurs or self-employed persons. They must meet stringent financial requirements and demonstrate that they have the funds, skills, and experience required to maintain a business in Canada.

- University and secondary school students are admitted on student visas on payment of fees to private or public educational institutions in Canada. Most international students under the age of 18 arrive alone and may live in a home stay or alone. They often experience great loneliness and homesickness, and are often under great pressure to do well and to finish their studies as quickly as possible.

Undocumented Immigrants

In Canada, as in many countries, there are also undocumented immigrants who arrive as tourists, or clandestinely, and then disappear into an underground labour market. They may have paid large sums to unscruplous 'agents' who often do not deliver the jobs that were promised.

Undocumented immigrants often end up in jobs where they earn less than the minimum wage, have poor working conditions, and receive no social benefits. Sometimes their children do not attend school for fear that the parents' status in the country be discovered.

In many school districts, schools do not 'police' immigration on the understanding that it is better for the society as a whole to educate all children who happen to be in Canada, regardless of their parents' circumstances.

From time to time undocumented immigrants are encouraged to come forward to regularise their position so that they can benefit from and contribute to services in their new country.

The Immigrant Experience

Immigration is a life-changing experience. Immigrant children who end up in classrooms in North America and Europe have lived through a period of transition that may have been very difficult, and now face new challenges as they adjust to their new environment.

The transition

Adults who choose to start a new life in a new country may feel optimistic about new experiences and opportunities. However, those who do not make this choice, such as their children, or people who are forced to leave as refugees, may have very different feelings about this change in their lives. Most children and adolescents are not directly involved in the decision to emigrate and probably would not have chosen this path for themselves. No matter how important their parents' reasons for leaving, few children would choose to leave their friends and family and all that is familiar in order to live in a foreign country where they don't know anyone, where they don't understand the language, and where the physical and cultural environment are different from everything they know.

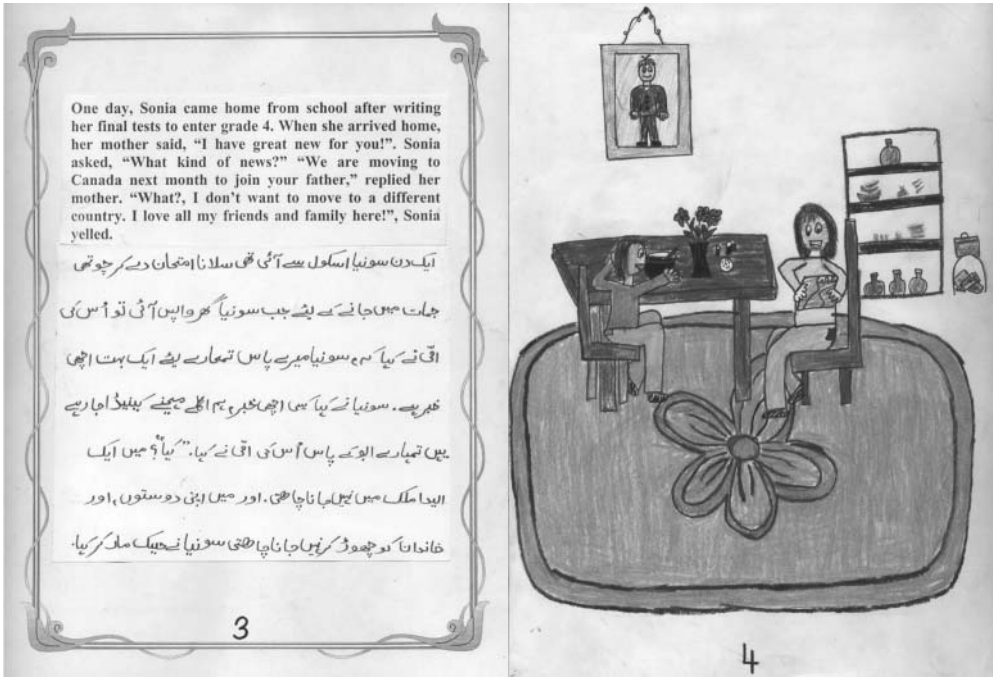
The excerpt on the next page from a dual language text in English and Urdu, created by students Madiha Bajwa, Sulmana Hanif, and Kanta Khalid, and illustrated by classmate

Jennifer Du, is based on events in their own lives. It tells the fictional story of a young girl in Pakistan who discovers, to her horror, that she is to move with her parents to Canada.

Some families are well prepared for this great change in their lives. They are able to gather all their important documents, including health and educational records, and make all the necessary financial arrangements. Perhaps they can count on the support of friends and family members who are already in the new country, and they may even have a job offer before they leave. However, while the adults are busy preparing for this great change in their lives, their children may be unaware of what is to come, and may not be informed until very close to the departure date. As a result they may have very limited opportunities to prepare themselves emotionally, or to say goodbye to some of the people who are important to them and whom they may never see again.

Other families are less well prepared because of the circumstances under which they have to leave. Their transition may be much more difficult, or even dangerous. They may have to leave in secret, and may have to leave some family members behind. Their journey may be long and difficult: for example, refugees often have to stay in another country on the way, where they may have to wait for their application to enter a safe country to be processed. During this time, which may last for years, adults may not be allowed to work and children may not receive any schooling.

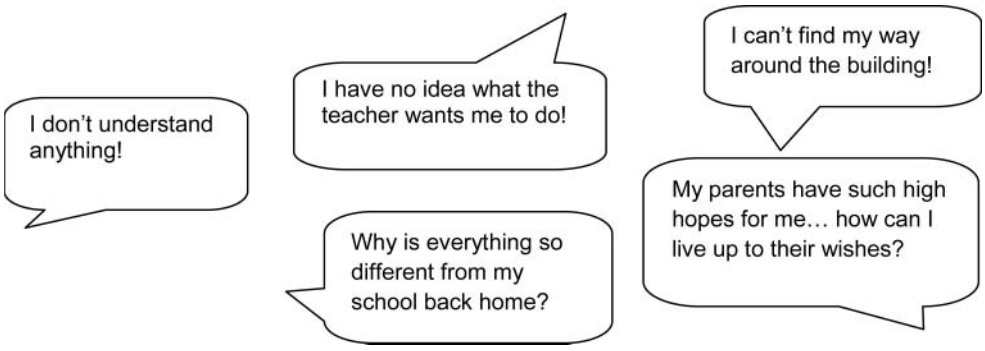
No matter how well prepared the family may be, the transition from one country and way of life to another can be a period of much doubt and insecurity.



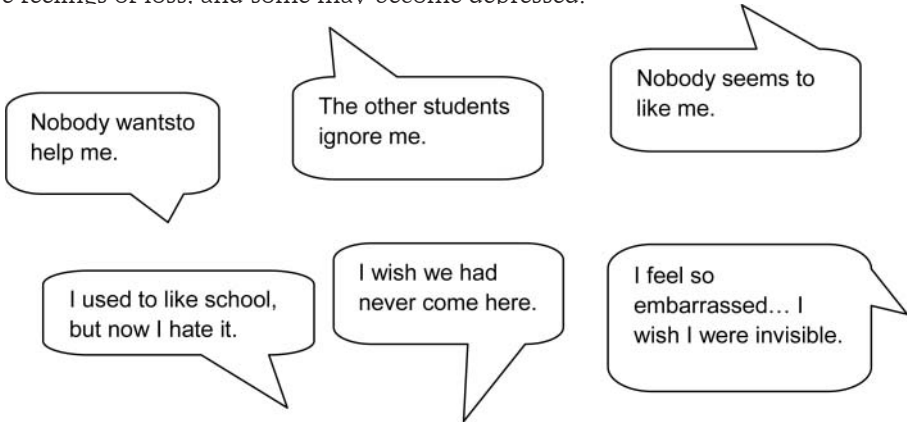
http://www.multiliteracies.ca/index.php/folio/viewGalleryBook/8/42

New challenges

At last they have arrived, and their new lives begin. Within days of arrival, immigrant children and adolescents are in their new schools. Here they will face new and sometimes unexpected challenges. From the children themselves we can learn about the difficulties they face. For example, many are very anxious about their new school. Here are some representative comments by newcomer students:



They may have doubts about their ability to learn the language of instruction well enough. They find it extremely difficult to demonstrate their knowledge or skills, or to express their feelings or their personalities. Many feel unwelcome and isolated; they have feelings of loss, and some may become depressed.



During this period of enormous stress, relationships within the family may change. Children are often required to adopt very adult roles, caring for younger siblings or serving as interpreters and negotiators for their parents, who often learn the language more slowly than their children. Many immigrant children and adolescents have much greater responsibility than others of their age, and sometimes they may demand new rights along with these responsibilities. This can cause conflict at home.

The adjustment process

In spite of the difficulties associated with the transition to a new country, the experience may help to develop characteristics that will serve immigrant children well throughout their lives. In taking drastic action to improve their lives and the lives of their children, their parents have demonstrated initiative, imagination, flexibility, and the ability to take risks. As a result, many immigrant children and adolescents can imagine alternatives and set long-term goals for themselves. Like their parents, they are often willing to work very hard to realise these goals. They develop the ability to adapt to new and unforeseen circumstances, and are able to confront uncertainty with optimism. The emotional difficulties associated with the immigrant experience can help them to develop emotional resilience that will enable them to confront problems and challenges in the future. As well, the challenge of learning a new language to a high level of proficiency develops cognitive skills and flexibility that may be generalised to other areas of the curriculum. And the Canadian experience has shown that most immigrants become loyal citizens of their new country.

However, some newcomer students are less successful in adjusting to their new environment. It is important for teachers to be aware of the process of adjustment that immigrant children and adolescents go through, and to provide the welcome and the support they need in order to become full members of the society.

The adjustment process can be described in four phases:

First Impressions	>>	Culture Shock	>>	Renewed Optimism	>>	Integration

First impressions

This phase has also been described as the tourist, spectator, or honeymoon phase.

During this period, the new arrival observes the new environment with interest, curiosity, and enthusiasm. For those who have escaped from danger, this may be a period of relief and euphoria.

Some newcomer students experience school in their new environment as a place of great freedom, and may explore this freedom without understanding the boundaries. It is important to provide initial and ongoing orientation to the school system for students and parents, and to be explicit about norms and expectations, so that students understand the roles and relationships in their new school environment. You will find some suggestions about reception and orientation in the next chapter.

Culture shock

Sooner or later most immigrants experience culture shock, a period of realisation and pessimism. The challenges of resettlement may appear overwhelming. These challenges may include the language, cultural differences and conflicts, economic difficulties, problems in finding suitable work, or, in the case of children, feelings of loneliness and difficulties associated with school.

This period may last for varying amounts of time and may be experienced differently by various members of the same family. Children experiencing culture shock need to feel that their own culture is valued. Opportunities to demonstrate their abilities in their own language will be very helpful. It is also important to establish a supportive learning environment where the students feel welcomed, accepted, and supported. You will find some suggestions in Chapters 6 and 7.

Renewed optimism

Most newcomers eventually overcome culture shock and recover a sense of optimism.

For children, the turning point may come when they achieve some academic success at school, or when they make a new friend. Children and adolescents are often encouraged by their first dream in the new language, taking this as a sign that they are making real progress in the language and that all will turn out well in the end.

It is important during this stage to acknowledge the progress that has been made. For example, it can be helpful to review portfolios of work with individual students so that they can see how much they have already learned. Monitoring students' language development with appropriate assessment tools can also provide positive feedback and enable students to set goals for further learning. See Chapter 4 for information on language assessment.

Integration

Eventually most newcomers establish a new identity for themselves, integrating aspects of the old and new cultures in a way that enables them to function effectively in the new society. For many, integration involves adopting a bicultural identity, integrating both cultures in various proportions. Others choose to abandon their previous cultural identity almost entirely, through a process of assimilation to the new culture. This is especially likely if their former identity is associated with traumatic experiences, or if the host society appears to associate the student's original culture with negative stereotypes or expectations. For this reason it is just as important to educate members of the dominant society to appreciate linguistic and cultural diversity and to welcome newcomers as it is to provide support to the newcomers themselves.

In Canada, official government policy recognises diversity as strength, and encourages everyone in a diverse society to maintain those elements of their cultural identity that are important or useful to them, while adopting those aspects of the new culture that are necessary or attractive.

Students with limited prior schooling

Some newcomer students are from countries where their access to education has been limited, and they have had limited opportunities to develop language and literacy skills in any language.

Most countries have schools that offer an excellent education, even if only for a few privileged children. However, many other children do not have access to such schools, for economic, political, ideological, or geographic reasons. Schooling in their countries of origin may have been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. For example:

- Some countries invest most of their resources in a small percentage of 'top' students, who may be selected through examinations for entrance to schools offering high quality educational programmes. Other students, including many of high potential, may not have this kind of opportunity.
- In some countries only those parents who can afford school fees can ensure a high quality education for their children.
- Children in rural areas may have to travel long distances, often on foot, to get to school, and roads may be impassable at some times of the year.
- In some countries, education has been severely disrupted or even suspended completely during periods of war or civil conflict.
- In some countries, gender, social class, religion, or ideology may limit access to schooling.
- Some children may have spent several years en route to their new country, and may have had little or no access to schooling during that time.
- Some families continue to migrate on a regular basis between their new country and their country of origin; children in these families may spend long periods out of school, or may be away for several weeks or months during each school year.

These under-schooled students need more intensive support than other newcomers, over a longer period of time, to enable them to develop age-appropriate literacy skills and to catch up in other key areas of the curriculum, including mathematics, social studies, and science. You will find some suggestions on how to organise this support in Chapter 3.

Second-generation children

Many children of first-generation immigrant parents have a home language other than that of the school, and live in a cultural environment different from that of their teachers. Although these children are not new immigrants, and have not lived through the immigrant experience, they are still entering a new linguistic and cultural environment when they first come to school. Moreover, their parents, having been educated in other countries, may be unfamiliar with the new school system, and may feel that their knowledge of the school language is inadequate for communication and interaction with the school. Many of the suggestions in this book are as relevant to second-generation children and their parents as they are to students who have recently arrived from other countries.

Learning a New Language at and for School

Learning the language of the school is a particular challenge for immigrant students and students of minority language background. This is not to deny the difficulties they face with cultural adjustment, or the various forms of racism they encounter. However, the focus of this book is on language learning.

These students have to work much harder than their peers who already speak the language of the school, because they are learning the language and the curriculum at the same time. Schools often recognise this challenge and provide some form of language instruction; however, it is probable that few newcomer students receive the support they need for as long as they need it – and many second-generation children receive no support at all. As well, there are often unrecognised needs among children who speak another variety of the school language, such as children from the English-speaking Caribbean or West Africa in English-language schools in Canada, children from French-speaking countries such as Senegal in French-language schools in Canada, children from Latin America who may speak a somewhat different variety of Spanish from that used in schools in Spain, or children who may have received some instruction in an official language, such as English or Spanish, but who are more proficient in an indigenous language.

In regions of Spain where a minority language such as Catalan, Basque, or Galician is used as the language of instruction, speakers of other languages, including Spanish, receive language support through an immersion model from the very first days of schooling. This works well for immigrant children who first start school at the same age as their peers, because they are all beginning to learn the language of instruction at the same time. However, immigrant children arrive as beginning learners of the language at various stages in their school career.

Simply immersing students in the language of the school, without accounting for the fact that they may already be several years behind their peers in that language, is likely to enable only a very few gifted language learners to catch up to their peers in using the language for academic tasks. Most newcomer students, and many second-generation immigrants, need a well-designed programme of language instruction. They also need to be involved in an academic programme that is adapted to their needs as language learners and allows them to continue their education at the same time as they are learning the language of the school. Chapter 3 outlines some programme alternatives for language instruction, while Chapter 4 provides a framework for differentiated instruction for these students, as well as some practical examples.

It is important not to focus on these students' needs as language learners without also acknowledging that most have already developed age-appropriate levels of proficiency in at least one language, and that students who have received some schooling in their own countries may have high levels of literacy in their own languages. The task of the school is to help these students add the language of their new school to their repertoire. At the same time it is important to do everything possible to support the students' continued development in their first languages, at least until they are

sufficiently proficient in the language of the school to be able to participate fully and successfully in lessons delivered in that language. You will find some ideas on how to capitalise on students' first language knowledge in Chapter 7.

Academic Performance

There is widespread concern about the academic performance of immigrant children and the children of immigrants, as well as that of longstanding or indigenous minorities such as Roma children in Europe, students of African ancestry in Europe and North America, or children of aboriginal ancestry in Canada. As more and more countries adopt accountability measures, such as state-wide testing and the collection of data on academic achievement disaggregated by variables such as home language or ethnic background, the evidence is overwhelming: the educational and social needs of some minority groups are not adequately met by school systems. You will find more information on this topic in Chapter 5, but it is important to keep this in mind as a context or rationale for the work we need to do in order to help immigrant and minority children achieve their potential in the school system. While there is recognition among planners in post-industrial countries that immigration represents the only source of new labour in a time of population decline, it appears that this resource is squandered when highly educated individuals from other countries end up driving taxis or cleaning hospitals and offices, and when their children's needs are not fully met in schools. This is not to say that those are not essential jobs that deserve more respect than they are commonly given, but it is wasteful not to take full advantage of the skills and knowledge that many immigrants have but cannot use in their new country. Although many immigrant parents are willing to sacrifice their own careers for the sake of educational opportunities for their children, a failure on the part of the education system to deliver those opportunities constitutes a further waste of human resources and threatens the safety and prosperity of the entire community.

Immigrant Children: America's Future

This excerpt, from an article published in an online public affairs journal of progressive analysis and commentary, reminds policy leaders that immigrant children represent a large, and largely ignored, segment of the population.

Despite the reality that more than 20 percent of this nation's children live in immigrant families, the debate has largely ignored these children. We need national leadership that understands and cares about the needs of immigrant workers and their families.

Immigrant children, and the much larger group of children born in the U.S. of immigrant parents, are at great risk for living in poverty, which compromises their health, safety and futures. Living on the edge even as their parents work extremely hard, these children are less likely than other children to receive help from government programs that protect low-wage workers and their families.

> *This is a paradox we cannot continue to ignore. Assisting the children of immigrants is central to promoting the economic security of America's families.*
>
> . . .
>
> *In industrialised countries across Europe, governments are concerned that as their populations age, the ultimate resource – human capital – becomes scarce. But America has the promise of a still growing country of young people, and we need to recognise that they are our greatest potential asset. The vast majority of the children of immigrants will remain here for life. Opportunities for our future will depend on the opportunities we afford them.*
>
> Reprinted with the permission of the National Center for Children in Poverty. Mailman School of Public Health, Columbia University.

Conclusion

No matter where they come from, why they are here, how they arrived, how much prior schooling they have received, or what level of proficiency they have in the language of the school, immigrant children are in the classroom here and now. This is unlikely to change, no matter how many new immigration rules and laws are introduced. It is impossible in the 21st century to stop the movement of people in search of better opportunities or greater safety. Indeed, it is likely that there will be increased mobility in the future, rather than less. As well, the need to replace an aging population with new workers and taxpayers will continue to draw newcomers to Canada, the United States, Australia and New Zealand, and many countries in Europe.

All children have a right to education, but they don't all need exactly the same education. Schools, classrooms, and lessons designed for students who share the language and culture of the school, and who have lived in the same cultural environment all their lives, will need to incorporate some different approaches in order to integrate immigrant students and provide them with an education that will enable them to achieve academic success and contribute to their new society in the future.

Teachers have to adjust to the reality that some of their students are learning the language of instruction and have a set of knowledge and skills based in another geographic and cultural environment. Undoubtedly this represents a challenge to educators who take pride in the work they do in helping to shape the next generation. The next chapter will help you to get started.

Sources and Resources

Refer to these sources to learn more about immigrant and refugee children.

Books and articles

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Asgedom, M. (2002) *Of Beetles and Angels: A Boy's Remarkable Journey from a Refugee Camp to Harvard.* Chicago: Little, Brown. This book is inspirational. Mawi Asgedom fled civil war in Ethiopia and survived a Sudanese refugee camp for three years. After being resettled in the USA at age seven, Mawi overcame poverty, racism, language barriers and personal tragedy to graduate from Harvard University. Ideal for reading aloud to students. Additional information and resources are available from the website: http://www.mawispeaks.com

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Opoku-Dapaah, E. (1995) *Somali Refugees in Toronto: a Profile.* North York, Ontario: York Lanes Press. This study examines the social, cultural, and linguistic backgrounds of Somalis in Canada, as well as their interaction with service organisations and mainstream society. Includes recommendations for government agencies, education, and social services.

Rutter, J. (2003) Supporting Refugee Children in 21st Century Britain: A Compendium of Essential Information. Revised edition. Stoke-on-Trent, UK: Trentham Books. Provides background information on several groups of refugee chidren in the UK, as well as information about best practices in meeting their needs.

Suárez-Orozco, M. and Suárez-Orozco, C. (2008) *Learning in a New Land: Immigrant Students in American Society*. Cambridge, MA: Harvard University Press. This book documents the experiences of 400 newly arrived students as they attempt to integrate socially and learn English over a period of five years.

Yau, M. (1995) *Refugee Students in Toronto Schools: An Exploratory Study*. Toronto: Toronto Board of Education (now Toronto District School Board). Provides background information on refugee students from various regions, examines how schools have responded to their needs, and recommends courses of action for educators. Available online: http://pi.library.yorku.ca/ojs/index.php/refuge/article/view/21886

Websites

Centre of Excellence for Research on Immigration and Settlement. Up-to-date research and a monthly electronic bulletin on the impact of immigration and the integration of immigrants into Canadian society. http://ceris.metropolis.net

Citizenship and Immigration Canada. Government website providing information on immigration policy and procedures as well as statistics, historical information, and advice for immigrants. http://www.cic.gc.ca

Cultural Profiles Project. Site includes online profiles of about 100 home countries of immigrants. Suitable for student projects and as background for teachers. http://www.settlement.org/cp

European Web Site on Integration. This site, an initiative of the European Commission, provides examples of good practice and other useful information to make integration work. The site is available in English, French, and German. http://ec.europa.eu/ewsi/en/index.cfm

The Integration of Refugee Children. This website, sponsored by the UK Home Office and the Department for Children, Schools and Families, is intended to support the integration of refugee children in educational settings. http://nrif.homeoffice.gov.uk/education/index.asp

The Metropolis Project. International network for research and policy development on migration, diversity and immigrant integration in more than 20 countries. http://international.metropolis.net/index_e.html

United Nations High Commission on Refugees (UNHCR). Information about refugee children worldwide, including those who end up in Europe, North America, Australia, and New Zealand. http://www.unhcr.org/pages/49c3646c1e8.html