

BUILDING PATHWAYS

Enhancing Access to
Education Systems for
Newcomer Children & Youth

Ontario Education Report Card
Phase 2: March 2025

Prepared by:



Funded by:



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DISCLAIMER:

The scope of this project is extended only to the Public English Language Regular and Separate school systems in Ontario at the Elementary and Secondary Levels; and the Public Post-Secondary Educational Institutions. Some of the different statuses focused on in this report are Refugee Claimants, Non-Status, Humanitarian and Compassionate Grounds Applicants and Protected Persons/Convention Refugees.

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Acknowledgements

We would like to take this opportunity to acknowledge the land we gathered on to carry out major components of this project. The land has given us the space to come together collectively as community to discuss the issues we face and collaborate on an inviting pathway for change. In acknowledging the land, we want to acknowledge the resilience of the many Indigenous nations that have been on these, their ancestral lands since time immemorial and continue to nurture, conserve and protect the land. We are able to gather and benefit from this land due to the colonial history of Canada that has displaced Indigenous peoples of Turtle Island while simultaneously inviting and offering the land to Indigenous and Non-Indigenous migrants and displaced peoples as well as settlers.

In our commitment to decolonization and solidarity with Indigenous peoples of Turtle Island and around the globe, we are hopeful that bringing the voice of community through accessible educational resources will aid in bringing the gap towards reconciliation and further our understanding and appreciation of Indigenous knowledge and processes.

We want to acknowledge the work of the FCJ Youth Network members that worked on the first version of this report in 2016, assessing access to education at Secondary level and the transition to higher education, which significantly informed the process and outline for the comparisons in the phase 1 report we published in June 2024 as well as the direction of this phase 2 of the report card in this two part publication.

We would also like to thank the Uprooted Youth Committee (Christopher, Fernanda, Khadijah) and FCJ Youth Network for their commitment to this project and ongoing tireless advocacy. We would like to thank the FCJ Refugee Centre Leadership (Diana Gallego, Tsering Lhamo, Loly Rico, Carolina Teves) and the Access To Education Team (Placement Student – Adrianna Seixo; and Staff - Kelly Arevalo and Stefan Enrique Joseph Kallikaden) for their mentorship and guidance throughout the process. We would like to thank our Communications Team (Miguel Máiquez and Alyaa Osman) for the designing and editing of this report. Last, but not least, we would like to thank Maytree for their invaluable and unwavering support, interest and championing of equity in education and for funding this important project.

About the Centre

FCJ Refugee Centre

The FCJ Refugee Centre is a non-profit organization and registered charity that has been working with newcomers, refugees, and others at risk due to their immigration status for more than 33 years. We address systemic issues that newly arrived refugee claimants face in Canada including lack of resources, marginalization, and discrimination. Our strength is found in our community, and with operational excellence we provide adaptive, agile, intersectional service delivery to the full spectrum of the newcomer population, with specialized attention to refugee claimants, those without status, and precarious migrants. We work every day to increase social visibility, acknowledge the value, and respect the inherent human dignity of all refugees and precarious migrants. The two core FCJ values that inform the direction and content of this report are that of "Youth Engagement" and "Education".

FCJ Youth Network

Over the last 13 years, we have developed a program that brings newcomer youth together with the purpose to participate and establish deep roots in Canadian society while understanding the impacts of colonialism – this group being called the FCJ Youth Network (FCJYN). The FCJYN is a brave space for newcomer and migrant youth to come together on a weekly basis to learn, build, and participate in community development. It is an inclusive space for youth to support each other, get involved in the community, participate in a variety of activities and workshops, and engage in self-advocacy and activism on the frontlines. A really important aspect of the FCJYN is that it is open to any newcomer youth regardless of their status.

About the Project

Uprooted Youth Committee

The Uprooted Youth Committee leading this phase of project is made up of youth that have experienced issues in navigating the education system as a result of various circumstances that commonly intersect at their immigration status. They are focused on the salient areas' implementations of recommendations research and the compilation and consolidation of materials that resulted in the production of this report.

Project Summary

In 2016, the FCJ Youth Network produced a report assessing the secondary school system in Ontario on 5 salient areas: Getting In, Equitable Participation, Anti-Discrimination, Support, and Moving On. This report was instrumental in setting the trajectory of several positive advancements in education access for people with precarious immigration statuses. However, due to regressions observed in recent times, and by support and funding from Maytree, we have constructed a more extensive version of the 2016 report card to address the rising concerns, create a space for open communication, and foster actionable items for equitable change. Different from the initial report, this two phased report addresses the levels of Elementary, Secondary (High school, EdVance, Adult School), and Post-Secondary education access for newcomer youth and families.

The new report is divided into two phases:

Phase 1: June 2024 [Assessing Elementary, Secondary & Post-Secondary system with list of areas of improvement]

Phase 2: March 2025 [Updates on implementation of suggestions and opportunities to further improve systems]

Report Card: Phase 2

GETTING IN

This section is focused on how Ontario Educational Institutions (including principals, vice principals, secretaries, staff, School Boards, the Ministries, and other relevant actors) facilitate or impede newcomer families and youth, particularly those with precarious immigration status, from getting into school in Ontario.

D-

EQUITABLE PARTICIPATION

This section is focused on once in school, to what extent precarious immigration status youth feel included, and valued as equal participants with diverse lived experiences; and how these experiences impact their participation in school.

C-

ANTI-DISCRIMINATION

This section is focused on how effective current anti-discrimination policies are in making precarious immigration status youth feel safe and included in schools; the extent immigration status plays in power imbalances; are there mechanisms for complaints.

B-

SUPPORT

This section is focused on the level of support that exists for newcomer students at Ontario educational institutions; the effectiveness in addressing nuanced needs of precarious immigration status students; and the links to community agencies to fill gaps and meet emerging challenges.

B+

MOVING ON

This section is focused on how effective are school based actors (teachers, guidance counselors, administrators, etc.) in offering advice and support for the transition out of current to next level of school/stages of life such as employment. Does this advice recognize the limited possibilities for youth with certain statuses; and is any advocacy being done to open more doors?

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Getting In

This section is focused on how Ontario Educational Institutions (including principals, vice principals, secretaries, staff, School Boards, the Ministries, and other relevant actors) facilitate or impede newcomer families and youth, particularly those with precarious immigration status, from getting into school in Ontario.

Through organizational observances since the last report, we have seen several moving pieces in the getting in process – some equity focused, others regressive, and some that shifted direction altogether. For the purpose of clarification and additional perspective, this salient area refers to the challenges faced by newly arrived families, children and youth when trying to access Ontario’s education system, regardless of the grade level they are in – be it Elementary, Secondary, or Post-Secondary school.

While education is a fundamental right, students with precarious or no immigration status face bureaucratic hurdles, enrolment delays and financial barriers that prevent them from starting school on time or at all. School boards, the Ministry of Education and key staff members such as principals and administrators play a crucial role in facilitating or impeding access to education. Several of these key stakeholders are seemingly unaware of existing legislation and its applications, as well as more recent Memorandums acting as a guideline and further clarifying expected procedural conduct.

Additionally, some of the federal changes around study permits have made it challenging for folks that require study permits to go to school. The requirement of a Provincial Attestation Letter, who the relevant issuing authority is, and who is exempt from it – these were all questions that did not have clear answers to for a long time, with some of them not being fully answered till date.

The comparisons in this section explore how enrolment policies, school procedures and systemic discrimination affect newly arrived students, emphasizing the need for inclusive and standardized policies that ensure that all children, regardless of immigration status, have the right to learn in a barrier-free environment, thus keeping up Canada’s commitment to the United Nations’ 2030 Sustainable Development Goals’ targets.

Getting In

Updates on Recommendations

Financial Support and Scholarships

The recommendation was to develop targeted scholarships and bursaries for newcomer students, funded by government and private sector partnerships. Unfortunately, there doesn't seem to be many changes in this area. We would like to re-emphasize that improved financial support would make post-secondary education more accessible to newcomer students, reducing dropout rates and increasing graduation rates. This pertains more at the levels of secondary education 18+ and post-secondary levels alike.

Cultural Competency Training for Staff

As a best practice, we said that mandatory training programs for staff focused on cultural awareness, anti-racism, and inclusivity, with regular updates to reflect the evolving demographic landscape of the student population would be highly beneficial in facilitating the enrollment process. This is something we are yet to see implemented uniformly across all Ontario school boards. We encourage individual schools to take this into consideration and with support and oversight from their principals, develop training modules that fit the needs of the families at their schools as an interim immediate measure.

School Policies and Protections: Safe Schools and Equity Policies

This recommendation is centered on the comprehensive creation of new, revision of existing, and implementation of both types of policies at the school level to help create a secure and equitable school atmosphere, fostering a sense of belonging and safety among newcomer students, thereby supporting their academic and social success. Further clarifying this recommendation, it would be valuable for the safe schools and equity policies that ensure the protection of newcomer students' rights, promoting an environment where all students feel safe and valued to start from the very beginning of the first interaction a family has with the school at the enrollment and registration stage.

Equitable Participation

This section is focused on once in school, to what extent precarious immigration status youth feel included, and valued as equal participants with diverse lived experiences; and how these experiences impact their participation in school.

This salient area has seen an increased frequency in fluctuations with respect to the recommendations in the phase 1 report. Through reflection on the findings, it is imperative that the two Ontario Ministries relevant to the Education system in the province need to prioritize funding for the professional development of staff as well as programs that have had positively impactful outcomes on students.

One of these such programs that has come across our radar this past year is that of the Connex Newcomer Youth Program, a school-based program that connected newcomer youth in the York Region District School Board (YRDSB) to a supportive community within their school by engaging them in various activities both in and outside the school. The challenge is the variability in program availability across different regions, as this was a one-off project through funding from the federal government.

Some of the growing challenges with the format of existing Sanctuary Scholars programs are that they are offered on-campus, which complicates some of the social and financial needs, such as transit, housing and community, of prospective students that presently or at the time of showing interest in the program, reside outside of the Toronto catchment area. Additionally, these programs still only exist broadly at York University and Toronto Metropolitan University and are still not available at the collegiate level.

The factor of affordability and access to assistance is very limited and this has not changed since the last report. It is an immediate and urgent need for a holistic approach in integrating students by addressing their academic, social, emotional, and physical needs to facilitate successful integration and overall well-being, barrier-free regardless of their immigration status or knowledge of navigating the system.

Equitable Participation

Updates on Recommendations

Campus Inclusivity and Support Services

Equitable participation cannot be achieved without tackling systemic barriers such as xenophobia, discrimination, and racism. Creating a school environment where all students feel safe and valued is also essential. Schools must actively work to prevent discrimination and ensure that all students, regardless of their background, have equal opportunities to thrive. Child friendly spaces are necessary to restore a sense of normalcy and routine, protect children and youth from risk, promote inclusion, and straighten community child protection capacities. But the creation of these spaces should be based on needs assessment findings and community planning.

Expanding Support Services

Newcomer children and youth in Canada face significant barriers that obstacle their integration journey while affecting their wellbeing. Some of the most commonly known barriers are language, financial and cultural adjustments. Canada has made progress in promoting accessible education through initiatives like the Canada Student Grants, or Better Jobs Ontario (Second Career), but there still remains the existing exclusion of several precarious immigration statuses. In addition, financial aid alone is not enough, newcomer students need a well-rounded support system that nurtures both their academic and emotional well-being.

Holistic Support Programs

A holistic approach means to support individuals as a whole person, not just their immediate or basic needs. The support should also consider their physical, emotional, social and spiritual wellbeing. Moreover, to positively impact newcomer students, we must take a comprehensive approach that extends beyond academics. In the Education system, holistic support can be shown by providing mentorship programs, career guidance, early childhood development (ECD), language learning and cultural integration. In addition, allocating funding and resources to NGOs that advocate for newcomers and people with precarious status must be a priority in building partnerships that facilitate and address emerging needs of students and their families. The collective goal should be to improve the systems in a manner that is compassionate, with humility, and culturally competent, to address challenges, combat systematic barriers and provide resources that community members can empower themselves.

Anti-Discrimination

This section is focused on how effective current anti-discrimination policies are in making precarious immigration status youth feel safe and included in schools; the extent immigration status plays in power imbalances; are there mechanisms for complaints.

Building on findings from *A Rocky Path: Understanding Access to Education Challenges for Newcomer Children & Youth*, this second phase focuses on combating discrimination as a critical factor in access to education. Newcomer students, especially those with no or precarious immigration status, continue to face systemic barriers, from school enrollment and integration challenges due to discrimination based on culture and language. The highlights from our previous recommendations emphasize the need for stronger implementation of inclusive policies, targeted anti-discrimination measures, and improved accountability mechanisms within educational institutions.

Strengthening non-discriminatory school enrollment policies to ensure that all children, regardless of status, can access education is pivotal in ensuring a healthy atmosphere for academic and interpersonal growth free of discrimination. Providing anti-racism and anti-xenophobia training to school staff to foster inclusive learning environments is one measure that can propagate this change faster and avoid implicit tendencies, biases and micro-aggressions.

Improved communication among education personnel to effectively and efficiently address cases of discrimination, without defaulting blame to the newcomer student is an essential component of culturally component practice that seems to be lacking in the instances we have encountered. This step in better communication will help create the space for initiatives and conversations to empower families and students facing systemic exclusion to be able to safely speak to key personnel and mend situations in time.

By opening pathways to education through equity-driven strategies, this phase aims to translate policy into practice, ensuring that every newcomer student has a fair chance to integration into the Ontario education system. In addition, a centralized complaints mechanism should be established to address issues that may arise where it isn't sufficiently dealt with at the school level; and school staff should receive mandatory training on the rights of students with precarious status. By implementing these measures, we can create a more inclusive and equitable education system where all children, regardless of their status, have the opportunity to learn free of discrimination.

Anti-Discrimination

Updates on Recommendations

Implementing Anti-Bullying and Anti-Discrimination Agreements

At the level of the Ministry of Education for K-12, they have outlined several resources for different stakeholders with expected conduct, resources, policies, and complaints processes on the Safe Schools landing page. At the level of Post-Secondary education, Bill 166, Strengthening Accountability and Student Supports Act, 2024 that received Royal Assent on May 16, 2024. The Bill amends the Ministry of Training, Colleges and Universities Act with the following amendment pertaining to this salient area: "Every college and university is required to have policies and rules to address and combat racism and hate, including but not limited to anti-Indigenous racism, anti-Black racism, antisemitism and Islamophobia." (CDE)

Language Support Programs

The Federal Government caps on immigration and cuts to funding have had a significant snowball effect on several settlement services and the English as a Second Language classes as offered under the Language Instruction for Newcomers to Canada (LINC) program has been no exception to these negative impacts. According to the Toronto Star, "Toronto District School Board is set to lose a third of its federal funding for newcomer language training, closing five learning sites as of March 31 and reducing its program capacity from 2,485 to 1,800 learners. Its enhanced language training programs will be phased out over two years." (BCD)

Bi-annual Cultural Sensitivity Trainings

In November 2024, in honour of Bullying Awareness and Prevention Week, the Ontario government is allocating \$4.6 million to support efforts to give students the social and emotional tools they need to succeed and to fight bullying in schools. Stronger ties between students, a safe, courteous, and welcoming school climate, and a decrease in violent incidents in schools throughout the province are all goals of this funding. Minister of Education Jill Dunlop said, "As a mother, I know firsthand how heartbreaking it is to hear about your child facing bullying or having a difficult day at school." "Our dedication to fostering our students and creating respectful, caring environments in our schools is demonstrated by our investment in anti-bullying and mental health programs. (ABC)

Support

This section is focused on the level of support that exists for newcomer students at Ontario educational institutions; the effectiveness in addressing nuanced needs of precarious immigration status students; and the links to community agencies to fill gaps and meet emerging challenges.

The ongoing difficulty identified in the roll-out of this salient area is that of holistic competence around the nuanced needs at the intersection on immigration status, education, and general socio-emotional needs of both the students and their families that are new beneficiaries of the Ontario education system. Institutions simply do not possess the relevant resources – funding, dedicated staff, and appropriate informative resources – to meet the needs of the growing diverse population of folks interacting with the system.

The components of support that a lot of folks we work with have identified can be broadly divided into two categories: academic and non-academic/recreational. Academic supports are centred around services that are provided within the constraints of the learning process – this can be English as a Second Language (ESL) classes on site, information to parents about before/after school programs, provision of additional resources and learning material sources to parents new to the curriculum and system altogether among other areas.

Non-academic and recreational supports can range from those on-site to community services and other external supports through vetted partnerships. Some examples of this can be offered through workshops and guest presentations during instructional time, regular and periodic orientation packages and activities to get familiarized with the school policies, supports and overall campus culture. Most, if not all institutions have a partnerships department that have a list of entities that they work with and have developed a collaborative relationship to meet one or more needs of the student body.

While many of these services do already exist, the biggest challenge is in folks being able to readily and easily access information about the same. In majority of circumstances, if a website is not well organized and categorized, and if students and their families do not know what to look for then the existence of the support services void themselves.

Support

Updates on Recommendations

Enhanced Multilingual Support and Resources

Since the launch of the phase 1 report, we have been able to identify several resources that can help offset the challenges iterated by students and parents alike in terms of being better supported with the integration into the Ontario education system. Some of these resources identified are as follows: The Government of Ontario Curriculum and Resources webpage and TVO Learn provide insights and understanding about the provincial curriculum; and Desire2Learn (D2L) is a platform that gives folks free access to comprehend the digital learning landscape with Brightspace. The downside with these forums is that aside from a browser plugin to translate the entire page, there is no in-built catered mechanism to do the same aside from the bilingual options of English and French.

Bilingual Support Staff

Presently there is no distinct funding that focuses on hiring staff dedicated to the language needs of admin and integration stages at all levels of education. AT the elementary and secondary levels, families are expected to have their own interpreters, with the occasional occurrence of a staff at the individual school being able to play the role of an interpreter should they speak the language native to the student and their family. At the post-secondary level, some International Students offices have staff that speak the languages of students coming for countries where student density is the highest, but as it is an expectation of English and/or French fluency for program admission, this is not a need that institutions seek to meet, therefore omitting any opportunity for bridging cultural competencies.

Comprehensive Orientation and Welcome Programs

Post-secondary institutions generally have a Frosh week at the beginning of the school year to help familiarize students with the campus culture and norms while getting to know about the services offered to benefit the academic and non-academic needs of the student body. Additionally, these are some of the broader external resources that students can make use of (some of which have age and immigration status eligibility requirements): Welcome Policy is a recreation fee subsidy to help Toronto residents access recreation programs; The tpl:map service presents folks with the opportunity to discover, explore and enjoy Toronto's arts, cultural experiences and attractions; Canoo is a VIP Access Pass that gives users free entry to over 2000 partner experiences and exclusive deals across Canada; and Kanopy, a video streaming service that is partnered with libraries and post-secondary institutions across the country.

Moving On

This section is focused on how effective are school based actors (teachers, guidance counselors, administrators, etc.) in offering advice and support for the transition out of current to next level of school/stages of life such as employment. Does this advice recognize the limited possibilities for youth with certain statuses; and is any advocacy being done to open more doors?

In this past year we have seen an increase in the number of folks, mostly youth that have frequented our centre in search of information, guidance and supports in navigating the options that exist for their future higher education while holding varying precarious immigration statuses. A significant portion of these individuals are already in the Ontario education system but are not being adequately and appropriately supported in navigating the best suited options for pursuing next steps.

Some other key factors we have observed are that guidance counselors may not be prepared to address the unique academic and career pathways of newcomer students, such as bridging programs or navigating the process of foreign credential recognition. Consequently, due to language barriers and being new to the Ontario education system newcomers may not know about available pathways or how to access them.

The main categories we see are as follows: students finishing secondary school and aging out of the rightful fee exempt access to education allowed under the Education Act; folks that are in adult education, but due to their status cannot afford to access post-secondary education upon graduation and are not eligible for student assistance programs; prospect Sanctuary Scholar students that do not meet language criteria to keep up with the pace of the program; and folks in-between statuses and regularization decisions that impact their ability to go to school.

This section focuses on the effectiveness of the education system here in Ontario in navigating these nuanced needs, offering information that is coherent and tailored to the students' circumstances, the process to follow and the support that educators provide when offering advice, and the level of direct and indirect support that can be provided for the transition from the present to the next level of student life and professional goal achievements.

Moving On

Updates on Recommendations

Targeted Academic and Career Counseling

An example of post-secondary exploration is that of George Brown College's Entry Advising Services which match students' academic skills, educational background and career goals to the college's programs. This free service, offered in the form of group and individual sessions, makes new immigrants aware of services that can further their professional interests and goals.

Bridging Programs and Pathways

Bridging programs are designed to support internationally trained professionals in their pursuit of meaningful employment in the local job market. These programs are shorter, more intensive, and much cheaper than other alternatives, because the government subsidizes them, and they are not made to make a profit from participants. The downside of many bridging programs is their limitations in eligibility for enrollment based on immigration status.

One of the other useful resources in the process of moving on is to utilize the option of **Prior Learning Assessment and Recognition (PLAR)**. The PLAR process is used to evaluate prospective students' knowledge by offering learners the opportunity to earn credits for college courses based on formal demonstration of prior learning usually acquired through study, work, and other life experiences that is not otherwise recognized through formal credit transfer mechanisms such as academic transcripts and school graduation certificates, diplomas, or degrees.

Conclusion

We as a centre believe that the positive changes and advancements that came about as direct and indirect impacts of the Phase 1 Ontario Report Card, A Rocky Path: Understanding Access to Education Challenges for Newcomer Children & Youth have started a chain reaction of advocacy in the area of education access at all levels.

Getting In: Know the type of school system you are hoping to get enrolled in, understand the different requirements and outcomes of the school boards you are picking from, know the rightful allowances you have under legislation (such as the Education Act and Section 49.1 of the same) as well as clarifications on the applications of the same (such as Policy/Program Memorandum 136 from the Ministry of Education, or Memorandum SB16 from the same authority).

Equitable Participation: Understand your status and what it means to have said status and interact with existing systems. Know what initiatives and projects the individual schools and board have taken part in and spearheaded with the vision of equity. Get familiarized with projects like the Sanctuary Scholars program and Connex Newcomer Youth Program.

Anti-Discrimination: Educate oneself about the existing and new governmental initiatives and policies that are highly adamant on ensuring that the physical and digital institutional landscapes are a place free of discrimination as well as the surrounding associated forums that students might gather through. The Ministry of Education and the Ministry of Colleges and Universities will have the publicly accessible official binding requirements at the broad range of the provincial level, while individual school boards and institutions are expected to have their own policies outlining conduct and procedural guidelines for their respective student body and other key stakeholders like teaching and non-teaching staff, parents, etc.

Support: Get familiarized with the different available academic and non-academic resources both at school and externally. Some of the academic supports are Government of Ontario Curriculum and Resources, TVO Learn, Desire2Learn, campus librarians, peer leader supports, tutoring and homework supports to name a few; while non-academic supports could be food security banks/programs, transit discounts, local libraries and community centres, and recreational programs with low cost/no cost options.

Moving On: Make use of all resources available are current and prospective institutions as well as those within the community through grassroots efforts familiar with addressing the needs of the population of folks with precarious statuses. Some common resources to utilize are Open Houses, Career Counselling and Guidance Counselors, Bridging Programs and the Prior Learning Assessment and Recognition (PLAR) process.

Report Card Comparison

FIVE SALIENT AREAS	2016	2024	2025
GETTING IN	F	C-	D-
EQUITABLE PARTICIPATION	C-	C	C-
ANTI-DISCRIMINATION	D	D	B-
SUPPORT	C+	D	B+
MOVING ON	D-	D-	D-

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FCJ REFUGEE CENTRE: EDUCATION REPORT CARD

Phase 1 vs Phase 2

GETTING IN: RECOMMENDATIONS

Financial support and scholarships; cultural competency training for staff; school policies and protections: safe schools and equity policies

GETTING IN: OUTCOMES

Limited options based on status; not applied uniformly; lacking in cultural competence

EQUITABLE PARTICIPATION: OUTCOMES

Equity informed spaces needed; more statuses to be included; community collaborations to enhance inclusion and invitation

EQUITABLE PARTICIPATION: RECOMMENDATIONS

Campus inclusivity and support services; expanding support services; holistic support programs

ANTI-DISCRIMINATION: RECOMMENDATIONS

Implementing anti-bullying and anti-discrimination agreements; language support programs; bi-annual cultural sensitivity trainings

ANTI-DISCRIMINATION: OUTCOMES

Bill 166, Strengthening Accountability and Student Supports Act, 2024; LINC programs closed; \$4.6 million allocation from Ontario government to combat bullying

SUPPORT: OUTCOMES

Several digital resources but language variety absent; no specific funding; varying welcome programs and community resources

SUPPORT: RECOMMENDATIONS

Enhanced multilingual support and resources; bilingual support staff; comprehensive orientation and welcome programs

MOVING ON: RECOMMENDATIONS

Targeted academic and career counseling; bridging programs and pathways

MOVING ON: OUTCOMES

Open houses and post-secondary supports; variety of bridging programs with differing; prior learning assessment and recognition

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Building Pathways: Enhancing Access To Education Systems for Newcomer Children & Youth Ontario Education Report Card: Phase 2



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Understand your status and what it means to have said status and interact with existing systems. Know what initiatives and projects the individual schools and board have taken part in and spearheaded with the vision of equity. Get familiarized with projects like the Sanctuary Scholars program and Connex Newcomer Youth Program.



Anti-Discrimination

Educate oneself about the existing and new governmental initiatives and policies that ensure a place free of discrimination. The Ministry of Education and the Ministry of Colleges and Universities will have the provincial guidelines, while individual school boards and institutions are expected to have their own policies for the student body and key stakeholders.



Support

Get familiarized with the different available academic and non-academic resources. Some of the academic supports are Government of Ontario Curriculum and Resources, TVO Learn, Desire2Learn, campus librarians, peer leaders, tutoring and homework supports; while non-academic supports could be food security banks/programs, transit discounts, local libraries, community centres, and recreational programs with low cost/no cost options.



Moving On

Make use of all resources available at current and prospective institutions as well as those within the community through grassroots efforts familiar with addressing the needs of the population of folks with precarious statuses. Some common resources to utilize are Open Houses, Career Counselling and Guidance Counselors, Bridging Programs and the Prior Learning Assessment and Recognition (PLAR) process.

Scan To Access Phase 1 Report



Scan To Access 2016 Report



**"Education is the most powerful weapon which you can use to change the world."
Nelson Mandela**

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