- Does participation in school and/or civil society vary among the Canadian-born, immigrant, refugee and minority children and youth? Are there differences in school readiness, in rates of voluntarism, or in rates of civic participation? Are there inter-group differences in immigrant, refugee and minority children and youth in school and/or civil society participation and what accounts for these differences? What is the role of citizenship education in nurturing civic and public engagement in immigrant children and youth?

- What are the key determinants of the mental and emotional well-being of newcomer, second-generation, and/or minority children and youth in Canada? Are there mental and emotional stresses that coincide with migration to Canada, and if so, does this vary by immigration category (e.g., family class, refugee), and/or by length of residence in Canada? How effective are public health interventions and prevention messages at reaching immigrant children and youth? How does the efficacy of programs for marginalized youth in Canada differ for immigrant youth? What pre-migratory conditions and experiences influence post-migratory health across the life course?

- Are there differential mental and physical health effects across the life course on women and men of immigration to Canada? If differences are evident, what are the factors that lead to these disparities?

- What are the implications of the different cultural and religious backgrounds and values of immigrants to Canada for public health services and programs such as immunization, healthy sexuality, etc.

- What services are available for immigrant and minority children and youth and what is the impact of these services on these groups? What role do families – both extended and nuclear – play in facilitating integration? Do immigrants who are accepted through family reunification appear to face fewer, greater or different integration challenges than immigrants and refugees who enter through other streams? What are the service gaps and how should these gaps be addressed? Are immigrant and minority children effectively integrated into daycare services?

- What is the role of both school-based and non-school based creative opportunities in enhancing and nurturing creativity in immigrant and minority children and youth? What non-school based learning opportunities, recreational/sports and creative/artistic programs are available for immigrant, refugee, and minority children and youth. Do they influence their integration into larger communities and into the larger society? What other models of learning and job training (i.e. apprenticeship) are available for them and how can such models be made available in communities, and neighbourhoods where they live?

- How do family dynamics change in the process of integration to the host society? What are the principal intergenerational conflicts faced by immigrant and minority youth? How does their immigration and integration experience differ from that of their parents? How do interactions and tensions between peer group environments and home socialization affect children? What policy and program interventions might most effectively mitigate these impacts?

- Do seniors experience more integration difficulties than other newcomers and/or minorities? Are there mental health problems related to the social isolation of seniors? If so, what factors can help mitigate this risk? What is the role of language acquisition in seniors' integration? What lifelong learning opportunities are provided to immigrant seniors?

4) Housing and Neighbourhoods

The relationship between access to affordable housing and residential concentrations of newcomers and minorities on the one hand, and successful integration and inclusion on the other has become more pronounced in recent years. Housing, and the neighbourhood in which it is found, impacts upon and helps to shape our social networks, access to employment opportunities, participation in and access to public social spaces, the nature and availability of social services, as well as general feelings of safety and security, among others. In this policy priority, we will seek to better understand the relationships between housing, neighbourhoods and integration into Canadian society.

Policy-research questions could include:

- What are the key features of the "housing careers" of immigrants, refugees and refugee-claimants? What are the strategies employed by these groups to gain and maintain access to housing in markets across Canada? Are experiences in the private or public housing sector similar? What types of barriers and/or discrimination in housing do newcomers and minorities encounter? Where housing search is unsuccessful, to what extent are individuals able to engage with available services and social networks in order to improve their housing search? If immigrants and refugees experience homelessness, what are the trends and patterns of such episodes? Knowing that some immigrants and refugees are more likely to be in situations of core housing need, what impacts is this having on overall issues related to homelessness?

- What are the key intersections between immigration and minority populations and the availability of affordable housing across the range of Canadian housing markets? Is it different for the rental and private purchase markets? How do immigrants affect these markets? In what ways are immigrants affected by these markets, particularly in terms of the location in specific cities/regions they choose to settle? Are there public policy tools available to positively affect the availability of and access to affordable housing for immigrants and minorities? Could this involve changes to the regulatory structure to create incentives for the private market to build affordable housing? What changes in federal, provincial, territorial and municipal policies would improve the housing careers of immigrants and minorities?

- What are the coping strategies that immigrants are employing to gain access to housing? What are the trends and patterns of newcomer and minority housing affordability problems due to low income? How does this vary across housing markets, immigration categories, minority communities? Do the coping strategies produce desirable results? Is there a relationship between social networks and immigrant and minority settlement patterns? If so, are the economic and social outcomes for members of specific social networks consistent with public policy objectives such as integration/inclusion, etc.? What are the societal outcomes of being (in)adequately housed in such areas as physical and mental health?

- Are there methods/approaches through which we can better understand community-readiness/preparedness to integrate immigrants and minorities in the housing market? How would you determine such readiness? What would be the important components of this concept, particularly as it relates to potential variance in needs between immigration categories and/or minority groups? Is there a set of indicators that could be developed to assess readiness? Would it include access to specific housing-related services such as financial literacy training and other such services?

- To what extent does information regarding housing markets and housing services figure into pre-migration decisions of immigrants? Is adequate and accurate pre-arrival information available with respect to housing services? How does this information differ across immigration categories, and through which means is it being transmitted? Would more accurate information regarding housing markets and available services alter the immigration decisions and/or location choices of immigrants? Similarly, would an improved information base alter the settlement patterns of immigrants?

- How are Canadian neighbourhoods changing and adapting in response to the entry of newcomers and minorities into the housing market? Is spatial concentration evident, and if so, which economic and social indicators can also be seen to be similarly spatially concentrated? What are the ramifications for social integration or for service delivery?

- What are the roles of schools and sites of worship as potential hubs for neighbourhood life? What are the impacts of homelessness and the risks associated with homelessness on educational achievement in particular, and school careers in general, for immigrant and minority children and youth?

- To what extent are immigrant enclaves a factor in the economic outcomes of immigrants? Are we seeing trends whereby enclaves are increasingly able to offer a level of employment

that is competitive with the "mainstream" economy? Do enclaves make immigration-related enforcement activities more difficult? What are the impacts of enclaves on intercultural contact?

5) Justice, Policing and Security

Concerns over social cohesion and national security, especially the contemporary preoccupation with terrorism, have raised the public profile of debate surrounding how Canada and its justice and security systems can ensure a balanced and fair approach to an increasingly diverse population – to maintain order, public safety and national security while preserving civil liberties and the Canadian multicultural model of an open, diverse society.

In adopting this policy-research priority, the Metropolis Project is signalling the government's expectation that the Centres will collectively develop a new capacity to address these issues by creating and analyzing an evidence base, offering analyses of current trends and conditions, and providing a basis upon which security policy, policing policy and practice, emergency management, crime prevention, justice policy and integration policy can be enhanced.

Note that the Priority Leader (Annex C) for this priority will be encouraged to work with interested federal funders to organize a seminar early in the funding period designed to bring interested researchers and policy-makers together. This seminar will encourage researchers with expertise in justice, policing and security issues, but little familiarity with immigration and diversity, to work with their counterparts with expertise in immigration and diversity issues, but little familiarity with justice, policing and security research. The end result should, over time, be a broader pool of scholars with expertise in both areas.

Policy-research questions could include:

• What are the relationships among immigration, foreign policy, terrorism, global events and domestic security? What roles do diasporas and transnational communities play? What are the factors that can promote radicalization? Are marginalization and radicalization connected, and which groups are most vulnerable to them? How do communications technologies, and especially the Internet, factor into this process? To what extent are there similarities between marginalization and/or radicalization occurring among the foreign-born and the Canadian-born? How can security, policing and justice organizations work better with communities to promote social integration? To what extent is official language knowledge a factor in the integration process?

• What perceptions of each other exist between newcomers and minorities on the one hand, and police and security forces on the other? How does the experience of, and attitudes towards, the Canadian justice system vary between minority groups? Do these perceptions change over time? Why? How? How and to what extent do perceptions of police and security forces in newcomer communities differ from among the Canadian-born? Do such perceptions affect crime prevention and emergency management efforts and if so, how? How can various components of the justice system promote dialogue and a shared understanding of security and justice goals with newcomers and minority groups?

• What are the factors that can promote the emergence of newcomer and/or minority-aligned youth gangs and/or organized crime in Canada? Are public and/or police perceptions of their prevalence and/or extent of criminal activity warranted? What are the best practices for crime prevention focused on youth in newcomer and minority communities? What role do (in)formal networks play in perpetuating illegal activities? To what extent are high dropout rates and subsequent involvement in criminal activities related to limited second language acquisition and peer pressure? What practices in schools might encourage immigrant youth to join gangs? How effective are bridging programs for youth who have been obliged to leave school because of their age? What approaches to professional development for police are effective in helping them deal with immigrant youth?

• How are various minority groups represented in the Canadian criminal justice system? What factors contribute most strongly to under/over-representation? What can we learn from the differences in under/over-representation of different minority groups? Are systematic changes needed for one or more elements of the criminal justice system?