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■ ■ ■
Canada

Exploring Newcomer Settlement and Integration Supports in Brantford, and Brant-
Haldimand-Norfolk Counties: Community- Based Participatory Research

by

Bharati Sethi

Thesis

Submitted to the Graduate Department of the Faculty of Social Work
in partial fulfillment of the requirements for
Master of Social Work
Wilfrid Laurier University

June, 2009

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ABSTRACT

Much of the literature on recent immigrants focuses on a needs analysis from a deficit model where primarily formal services and programs related to employment issues are analyzed from a post-positivist or interpretivist framework. Using a strength-based approach this study examined other settlement issues including employment that are vital to the long-term viability of newcomers and the host society such as access to education, training (language and/or vocational), health care, and social network. Using Community Based Participatory Research (CBPR) philosophical framework and methodology, data were generated from various sources – quantitative and qualitative text in the survey questionnaire (service providers and newcomers), discussions with Immigrant Settlement Transition Employment and Partnership (ISTEP) members, community meetings, dialogues with immigrant elders, and the researcher's reflexive journal.

The questionnaire responses and the community discussions suggest that although the majority of the newcomers were university educated and had knowledge of English and/or French they face many settlement challenges such as unemployment, language, communication, underemployment, and social isolation. Of particular importance were the observed discrepancies between the newcomers' perceptions and the service providers' perceptions when answering the survey questions. This highlights the importance of consulting representative newcomers directly on all community and policy matters which will affect them. Moreover, the results reveal that the services available in this community are incompatible in relation to the needs of this highly skilled cohort of newcomers. Now that newcomers are settling in areas outside of Canada's metropolitan cities, the results of this research provide pivotal information that will assist community

service providers in planning programs and services to foster the integration of newcomers in this particular region as well as in other smaller communities. The findings of this study carry important messages for researchers and policy makers.

DEDICATION

I dedicate this thesis to my mother whose struggles fired the desire in my heart to pursue academia. I hope you are proud of me. May your soul rest in peace.

ACKNOWLEDGEMENTS

In completing my MSW thesis I have taken another step forward towards my dream of achieving a PhD. But I haven't done this alone. I have had the grace of God, and angels in the guise of wonderful souls who came into my life when I needed them most. Above all, it is through the unconditional love of my dog, *Duke*, and the wisdom of my cat, *Lucky*, that I have truly learnt to play, laugh, and believe in miracles. I am very grateful for those who brought me both tears and laughter.

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TABLE OF CONTENTS

ABSTRACT	ii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
CHAPTER ONE: INTRODUCTION	1
Preface.....	1
Setting the Context.....	2
The Issue.....	3
Rationale for the Research.....	5
<i>Profile of recent immigrants</i>	5
<i>Strength-based gap analysis</i>	8
Creating Partnerships.....	9
Structure of the Thesis	11
CHAPTER TWO: LITERATURE REVIEW	14
Canadian Immigration Policy	14
Récent Immigrants: Rural vs. Urban Destinations	18
Gender Differences in Barriers to Integration in Canada	20
Needs Assessment and Support for Newcomers	22
Summary of the Literature Review.....	28
<i>Research objectives</i>	29
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	31
Research Orientation.....	31
Research Design.....	34
The Spiral Research Process.....	35
The Survey Instrument.....	38
<i>Developing the Survey Questionnaire</i>	38
<i>The “Other” category in the Survey Instrument</i>	40
<i>Strength and Weaknesses of the Survey</i>	40
<i>Recruiting Participants from Immigrant Population – Role of Passion</i>	41
<i>Knowledge, Preparation, Perseverance, and Integrity</i>	41
Data Collection	47
<i>Sampling</i>	47
<i>Characteristics of Key Informants</i>	48
<i>Choice of Location for Data Collection</i>	49
<i>Strategies to Increase the Response Rate</i>	50
Data Analysis.....	53
Variable definition and Operationalization.....	54
Ethical Considerations	55
<i>Researcher in the CBPR process</i>	55
<i>Critical Reference Group</i>	57

<i>Newcomer Reference Group</i>	58
CHAPTER FOUR: RESULTS	59
Demographic Characteristics.....	59
<i>Newcomers</i>	59
<i>Service Providers</i>	60
Education and Training.....	60
<i>Newcomers</i>	60
<i>Service Providers</i>	65
Employment.....	67
<i>Newcomers</i>	67
<i>Service Providers</i>	70
Health.....	74
<i>Newcomers</i>	74
<i>Service Providers</i>	77
Social Support.....	80
<i>Newcomers</i>	80
<i>Service Providers</i>	84
Comparison: Newcomer and Agency Data.....	87
<i>Demographic Comparison</i>	88
<i>Education and Training Comparison</i>	88
<i>Employment</i>	91
<i>Health</i>	94
<i>Social Support</i>	98
CHAPTER FIVE: DISCUSSION	103
Demographics.....	103
<i>Changing Face of Brantford and the Tri-counties</i>	103
<i>Lesbian, gay, bisexual, transsexual, transgendered, two-spirited, intersexed and queer (LGBTTTIQ) population in Brantford and the tri-counties</i>	107
<i>Most Newcomers dwell in Brantford/Brant County</i>	108
<i>Influx of the Core-Working Age Immigrants</i>	109
Education and Training.....	110
<i>Linguistic Portrait</i>	110
<i>Language Proficiency</i>	110
<i>The Power of Communication</i>	111
<i>Education Level</i>	113
<i>Training Courses</i>	114
Employment.....	116
<i>Low-Income Status of High Skilled Workers</i>	116
<i>Volunteering</i>	121
<i>Debating the Difference between Newcomer and Service Provider Responses</i>	121
Health.....	122
<i>Healthy Immigrant Effect Model</i>	123
<i>Are Newcomers Healthy?</i>	123
<i>Barriers to Accessing Health Services</i>	125

Social Support.....	126
<i>Membership in Community Groups</i>	126
<i>Extending Multiculturalism beyond Cultural Events</i>	127
<i>Sense of Connection to the Community</i>	129
<i>Feeling at Home</i>	130
<i>Discrimination</i>	131
<i>Stay or Leave</i>	133
<i>A Space to Celebrate Ethnic Identity</i>	134
<i>Safety with police services</i>	134
Integration of Women’s Voices.....	136
Integration of Refugees.....	138
Implications of the Research.....	139
<i>Education and Training Policy Barriers</i>	140
<i>Employment</i>	141
<i>Health</i>	142
<i>Social Support</i>	143
Recommendations: Where do we go from here?.....	143
<i>Locally Driven Initiatives</i>	143
<i>Provincial or National issues: Limited Funding</i>	146
Contributions of the Study.....	148
Limitations of the Study.....	153
Future Research Directions.....	153
Conclusions.....	156
CHAPTER SIX: REFLECTING ON MY RESEARCH JOURNEY	159
Trapped in My Dream, I Just Wanted to Fly.....	160
<i>Unveiling My Identity: From a Client to an Expert</i>	161
<i>Embracing My ‘Self’ through the ‘Other’</i>	162
My Personal and Professional Pursuit of Social Justice.....	164
<i>From a maid to a researcher: The ‘Strange Encounter’</i>	166
<i>Reflexive View of Self in Practice</i>	168
<i>My experience of ‘self’ and ‘other’</i>	169
<i>Personal is Political and Political is Personal</i>	171
<i>Metamorphosis: From a caterpillar to a butterfly</i>	173
Linking Theory to Practice.....	175
Building Vibrant Communities.....	177
REFERENCES	181
LIST OF APPENDICES	198

LIST OF TABLES

Table 2.1: Top 10 Country of Birth of Recent Immigrants, 1981 to 2006	6
Table 4.1: Have You Attended Any Training Courses.....	61
Table 4.2: Level of Difficulty in Attending Training	62
Table 4.3: How Has the Training Helped Newcomers?	63
Table 4.4: Courses that Could Facilitate Newcomer Integration.....	63
Table 4.5: Barriers to Attending Training.....	64
Table 4.6: Is it Easy/Difficult for Newcomers to Attend Training	65
Table 4.7: Challenges that Newcomers Face in Attending Training	66
Table 4.8: Type of Occupation in Which Newcomers Are Employed	67
Table 4.9: Satisfaction with Current Employment	68
Table 4.10: Training Courses That Can Be Useful to Newcomers.....	69
Table 4.11: Type of Barriers to Seeking Employment	70
Table 4.12: Barriers That Newcomers Experienced in Seeking Employment	71
Table 4.13: Barrier to Newcomer Promotion	72
Table 4.14: Reasons For Newcomers Dissatisfaction with Employment.....	73
Table 4.15: Usefulness of Volunteering	74
Table 4.16: Health of Newcomers	75
Table 4.17: Newcomer's Familiarity With Health Services	75
Table 4.18: Type of Barriers to Accessing Health Services	76
Table 4.19: Main Sources of Stress	77
Table 4.20: Health Status of Newcomers	77
Table 4.21: Newcomers Familiarity with Health Services	78

Table 4.22: Major Barriers that Newcomers Face in Accessing Health Services	79
Table 4.23: Main Source of Stress	80
Table 4.24: Interest in Joining Community Groups.....	80
Table 4.25: Fair Representation of Newcomers in Community Groups	81
Table 4.26: Familiarity With Community Services	82
Table 4.27: Ways to Assist with Newcomer Integration	84
Table 4.28: Ways that Host Society Can Help to Facilitate Newcomer Integration	86
Table 4.29: Reasons for Newcomers to Relocate to another City/County	87

LIST OF GRAPHS

Graph 1: Immigration Status Comparison	88
Graph 2: Fluency in Verbal Language Skills.....	89
Graph 3: Challenges in Attending Training Courses “Other” Category.....	90
Graph 4: Challenges in Attending Training Courses.....	91
Graph 5: Barriers to Employment - "Undecided Category"	92
Graph 6: Barriers to Employment "Discrimination"	93
Graph 7: Dissatisfaction With Employment.....	94
Graph 8: Mental Health of Newcomers	95
Graph 9: Main Source of Stress	96
Graph 10: Familiarity with Health Services	97
Graph 11: Barriers to Accessing Health Services.....	98
Graph 12: Location of Discrimination.....	99
Graph 13: Connected to the Larger Community.....	100
Graph 14: Having Specialized for Women.....	101
Graph 15: Favour of Multicultural Centre.....	102

LIST OF CHARTS

Figure 1: The Spiral Research Process	37
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CHAPTER ONE: INTRODUCTION

Preface

Most immigrants come to Canada with a dream in their heart. I was no different. I arrived in Canada on a very cold winter evening in the early nineties at the Mirabel airport, Montreal with a dream in my heart. I shall preface this study with a poem,

Freedom on Broken Glass

*They say that I am free now
to be whatever I wish to be
for the chains of the system
binding me is cut loose,
for I am now, officially
a resident of this country, your country.
Six long years to convince them,
Yes! I am an adult
capable physically, mentally and emotionally
of supporting me,
without a sponsor or a family to call my very own.
Just me, an independent woman
ambitious, strong and free.
I stare at the document that holds my dream
and a whirl of emotions clouds my eyes,
I hold my hand against my heart
bleeding, weeping for me.
My tired feet ache and hurt,
it was a long journey
on broken glass.
I wake up with fear
alone,
drained emotionally and financially;
but...
I am free,
they say,
I can be now, whatever I wish to be.
Yes!
I can see my freedom
through the broken glass* (written and read by the researcher in the video, “Don’t Judge a

Book by its Colour” developed by YM-YWCA of Brantford in partnership with the

Department of Canadian Heritage and Assumption College School).

Setting the Context

The twenty-first century has seen the highest level of increase in the ¹immigrant population in Canada as competition for skilled labour becomes a dominant factor in the global economy. Further, due to the declining birth rate and the aging baby-boomer generation it is predicted that by 2020 one million Canadian jobs could go unfilled. As a result, immigration is seen as increasingly important to Canada's economic growth and development (Tolley, 2003).

Each year Canada welcomes 200,000 immigrants. There was an increase in immigration flow from 18% in 2001 to 22.2% in 2007 (Tolley, 2003). Indeed, it is estimated that by Canada's 150th birthday in 2017, roughly one Canadian in five (19% to 23%) will be visible minority² as a result of increased immigration in this century. Further, half of the visible minority population will have a South Asian or Chinese background (Belanger & Malenfant, 2005; Tolley, 2003).

Canada is an immigrant country with changing demographics and changing patterns of immigration. In light of this shifting and evolving ethno-cultural diversity, it becomes crucial to challenge what constitutes the mainstream, and to gain a more in-depth understanding of settlement experiences of recent immigrants or newcomers³ and the

¹ The term 'immigrants' used in this study is based on the definition by Citizenship and Immigration Canada. It means permanent residents, protected persons, convention refugees, individuals granted a temporary resident permit, or live-in care-givers in Canada who may subsequently apply for permanent resident status from within Canada as provided under the terms of the live-in caregiver class (Citizenship and Immigration Canada, [CIC] 2004).

² The term 'visible minority' is based on the definition in the Employment Equity Act. The Act defines visible minorities as "persons other than Aboriginal peoples who are non-Caucasian in race or non-white in colour" (Department of Justice Canada, 1995).

³ According to the 2006 Census, 'recent immigrants' are landed immigrants who arrived in Canada between January 1, 2001 and Census Day, May 16, 2006 (Chui, Tran, & Maheux, 2007). However, this study will limit the definition of 'recent immigrant' or 'newcomers' to those

receiving society's response to a growing multi-cultural public. Recent discussions around multiculturalism have indicated that in reality there is a disconnection between policy goals and practice. Although Canada has a long history of welcoming immigrants, Canadian communities face a challenge in fostering the full social, economic, and political participation of new immigrants in society (Beiser & Hou, 2006; Caidi & Allard, 2005; Iredale, 2002; Man, 2004; Picot, & Hou, 2003; Picot & Coulombe, 2007; Simich, Hamilton, & Baya, 2006; Stewart et al., 2006; Wu, Penning & Schimmele, 2005).

The Issue

Migration has been one of the more visible responses of today's globalization, where a large number of people are moving to cope with social and economic unrest (Harcourt, 2003). In Canada, the immigration landscape is changing. According to the 2006 census report 83.9% of new immigrants who chose Canada as their home were from non-European regions (Chui, Tran, & Maheux, 2007). This greatly contributed to the growth of the visible minority population, one which is growing much faster than the whole population. For example, in 1991 the members of the visible minority population comprised 4.7% of the total population; in 1992 this number increased to 11.2% of the total population; and by 2001 their numbers had reached 13.4 % of the total population. This represents a growth rate of 27.2%, five times faster than the 5.4% increase for the population as a whole (Chui et al., 2007). This changing immigration pattern in the source region of immigration to Canada is summarized in Table 2.1.

While the literature suggests that the larger urban centres such as Toronto and Vancouver - which used to be the main points of entry and settlement for immigrants - do

immigrants who arrived in Canada within the last five years of answering the survey questionnaire. For a detailed definition, please refer to the Research Methods section.

have organizations and groups that offer a tremendous range of services (Lee, 1999), with the increased pressure immigrants are moving beyond these ports of entry and choosing other middle-sized urban/rural centres as their place of residence (Statistics Canada, 2008). This spatial dispersion of new immigrants to suburban communities, mid-sized cities, and rural areas has been challenging for both the newcomers and immigrant service agencies. Moreover, half of the recent immigrants chose Ontario as their place of residence (Chui et al., 2007).

In 1996, the Federal government shifted the delivery of health and social services to the provincial, national, or local (specific ethno-specific organisation) level (Stewart et al., 2006). As a result of this devolution process, combined with the neo-liberal policies of economic restructuring that resulted in financial cutbacks, the immigrant service agencies are often unequipped to provide adequate settlement and integration services⁴ to help the newcomers deal with the variety of barriers they face in adapting to the host society in such areas as resettlement, employment, access to health and social services, education, and forming a social support network (Government of Canada, 2005; Man, 2004; Lo, Wang, Wang, & Yuan, 2007, Stewart et al., 2006). In my own personal and professional experience – as a resident of Brantford for fourteen years, an immigrant, a visible minority, a student, a social service worker and a volunteer with immigrant service agencies – I am aware that there is a lack of English as a Second Language (ESL) resources and education bridging programs. Employers lack knowledge of a foreign

⁴The term “Settlement and integration services” used in this study is based on the definition by Citizenship and Immigration Canada [CIC]. It encompasses activities that are specifically designed to facilitate the economic and social integration of newcomers to Canada (CIC, 2004).

accreditation process in this community. As a result, immigrants routinely find themselves forced to take lower-paid employment outside their area of expertise and employers do not utilize the full potential of readily available highly skilled labour.

Rationale for the Research

Profile of recent immigrants:

The foundational philosophy underpinning this research with newcomers involves identifying characteristics and settlement patterns that differentiate these men and women from other immigrants who arrived in Canada in previous years, and distinguishes them from the Canadian population as a whole. For example, one-half of recent immigrants are working-age adults between 25-44 years of age with a median age of 29.8 years with very few middle age and older adults in this cohort. This makes them younger in comparison to Canada's overall population with the median age of 39.8 years (Citizenship and Immigration Canada [CIC] 2005, Statistics Canada, 2008).

In regards to fluency in language, research suggests that the very recent cohort can converse in English, or French, or both, and have more schooling, and are employed in jobs that have a higher skill requirement than their predecessors (CIC, 2005, Statistics Canada, 2008). Recent immigrants are also more likely to live in extended families compared to their Canadian counterparts who arrived in Canada in the 1990's (CIC, 2005). Thus, one can assume that their accommodation needs and household expenditure will be different from the general Canadian household.

As shown in the Table 2.1, over the past decade, countries of origin for recent immigrants have shifted from mainly European nations towards Asia (Statistics Canada,

2005, 2008). As of 2006, the largest numbers of newcomers that have settled in Canada are from China, India, the Philippines, Vietnam, Iran, or Pakistan (Gilmore, 2008).

Table 2.1: Top 10 Country of Birth of Recent Immigrants, 1981 to 2006

	2006 Census	2001 Census	1996 Census	1991 Census	1981 Census
1	People's Republic of China	People's Republic of China	Hong Kong	Hong Kong	United Kingdom
2	India	India	People's Republic of China	Poland	Viet Nam
3	Philippines	Philippines	India	People's Republic of China	United States of America
4	Pakistan	Pakistan	Philippines	India	India
5	United States of America	Hong Kong	Sri Lanka	Philippines	Philippines
6	South Korea	Iran	Poland	United Kingdom	Jamaica
7	Romania	Taiwan	Taiwan	Viet Nam	Hong Kong
8	Iran	United States of America	Viet Nam	United States of America	Portugal
9	United Kingdom	South Korea	United States of America	Lebanon	Taiwan
10	Colombia	Sri Lanka	United Kingdom	Portugal	People's Republic of China

Source: Statistics Canada, Censuses of population, 1981 to 2006 Catalogue no. 97-557

This shift in the demographic composition of immigrants necessitates an exploration into the appropriate and adequate settlement and integration supports and interventions for this new wave of newcomers. It is crucial to improve immigration outcomes for

newcomers to promote their full social and economic integration in Canadian communities. For example, Caragata (1999) asserts that although European immigrants also bring with them their own language and cultural values, the Canadian mainstream society may be more willing to accommodate them than people of colour who are significantly more visible and may be perceived as a threat to the dominant groups. Her assertion appears to be supported by recent empirical findings that demonstrate that, in spite of the government's efforts to address economic equity, there continues to be an income gap between visible and non-visible minorities.

The Statistic Canada's 2006 Canadian immigrant labour market analysis suggests that although one half of recent immigrants entered Canada under the Economic Class Category⁵, nine out of 10 immigrants were fluent in English or French or both, yet, they experienced more difficulties in the labour market than Canadian-born residents (Gilmore, 2008). And immigrants born in Africa had an unemployment rate four times higher than those who were Canadian-born. However, the labour market outcome of immigrants who recently migrated from Europe was similar to the Canadian-born. This study also found that unemployment was high for almost all immigrant women, regardless of where they were born and when they landed in Canada. On the other hand, the problem was particularly prominent for very recent arrivals; in 2006 their unemployment rate was 2.8 times higher than those of Canadian-born women. They also posted lower participation and employment rates (Gilmore, 2008).

⁵ The definition of "Economic Class Immigrants" is based on CIC's definition. It includes people selected as permanent residents for their skills and ability to contribute to Canada's economy such as skilled workers, business people and provincial nominees (CIC, 2004)

Strength-based gap analysis:

Much of the literature on recent immigrants focuses on a needs analysis from a deficit model, where primarily formal services and programs related to employment issues are analyzed from a post-positivist or interpretivist framework. This predominant approach, in limiting the settlement and integration of newcomers to economic integration, trivializes the rich array of expertise and knowledge that newcomers bring with them. This approach also reduces the individual to an entity whose welfare solely depends upon his/her economic success. Such a framework is problematic because it produces oversimplified and rigid answers to a complex social phenomenon of newcomer integration. This approach fails to acknowledge the multiple challenges related to immigration and ethno-cultural diversity; and it does not address the host country's attitude and response in fostering integration as opposed to the assimilation of newcomers. Clearly, employment is an important aspect in the integration of newcomers. However, it can also be argued from an anti-oppressive research perspective that other settlement issues such as access to education, training (language and/or vocational), health care, and the development of a social network are vital for the long term well-being of newcomers and the health of the immigrant receiving society.

Kretzmann & McKnight (1993) bring to light some of the problems associated with working from a deficit model where the focus is on community problems and needs: the residents of the community start perceiving themselves as deficient, or as people with special needs. The efforts expended at finding solutions to problems ignore community wisdom and are often fragmented. Funding gets allocated to service providers rather than to the residents, which further exacerbates exploitation of the marginalized, and such

needs-based policies and programs do not target the wellbeing of the entire community but are often directed towards individuals. In the age of intense globalisation, with Canada's deepening diversity and the evolving demographic compositions of recent immigrants, an integrated dialogue between grass-root organisations, all levels of government, policy makers, community organisations, researchers, media, and all sectors of society is necessary if Canada is to truly remain multicultural.

Creating Partnerships

This research venture is a component of the Immigrant, Settlement, Transition, Employment and Partnership (ISTEP) plan to conduct a needs assessment of services for newcomers in Brantford and Brant, Haldimand and Norfolk counties. ISTEP is a non-profit community-based newcomers' task-force that operates under Grand Erie Training and Adjustment Board (GETAB) (see Appendix A). Its mission is to support the integration of newcomers into their host societies by facilitating the sharing of information between the immigrant service agencies and the service users and establishing diverse and effective community partnerships. ISTEP includes representatives of community agencies from Brantford, and the counties of Brant, Haldimand, and Norfolk and newcomers residing in these areas.

Motivated by my personal, professional, and academic experiences I was interested in exploring the barriers that South Asian women face in employment in Brantford as part of my Masters in Social Work (MSW) thesis. When I came from India to Canada, I realized I was part of a visible minority in the country of immigrants. I had academic qualifications from India which were not recognized here, and there appeared to be no way to have them recognized. I had difficulty obtaining even entry level employment in

minimum wage operations as I was told I did not have 'Canadian experience.' I worked many low-paid or menial jobs to support myself. I was, therefore, excited at my first opportunity in social services to work as an outreach worker for the Hamilton Mosaic Centre in Hamilton, Ontario. I assisted the Program Manager in research and the collection of data on funding proposals such as: *Immigrant and Mental Health*, *Immigrants and Job Status in Canada*, and *Alternatives to Shelter*. I was appalled and saddened by the finding that many immigrants had given up their dreams of seeking employment that matched their passion and qualifications and had settled for survival jobs.

During this period, when I was exploring preliminary data on the issues affecting South Asian women in Brantford, several community and government initiatives emerged. Brantford was selected as a pilot site for a newcomer's portal project and the YMCA-YWCA Immigrant Settlement Services of Brantford received funding to facilitate newcomer settlement and integration (CIC, 2005). In response to these initiatives the community stakeholders, comprised of both immigrant service agencies and service users, convened and the ISTEP task force was born. Collectively ISTEP members agreed that in the face of evolving ethno-cultural diversity in this community it was essential to conduct a needs assessment of the services for newcomers.

O'Brien (1998) explains that when agencies/organisations in communities are faced with a problem that need a quick and holistic assessment, and they do not have the requisite methodological knowledge to address that problem, a researcher is often consulted to guide them in finding a solution. It was in the course of these community initiatives when fervour, excitement, and nervous energy were floating in Brantford that I

joined the ISTEP task force as a concerned Brantford resident. The time was ripe for me to go beyond my role as a concerned immigrant and explore the opportunity of contributing my academic knowledge to the Brantford community. I took up the challenge of collaborating with ISTEP to identify the settlement supports for newcomers as part of my MSW practicum. The research that I am reporting is the result of this mutually-beneficial partnership.

My research is well-timed since the YMCA-YWCA Immigrant Settlement Services of Brantford received \$597,000 in February 2008 to deliver a variety of settlement services, including orientation, interpretation, referrals to community resources, general information and employment-related assistance (CIC, 2005).

This research has contributed to these government and community efforts by identifying the gaps in the current resources and programs and recommending strategies that will help establish services that are culturally and linguistically appropriate in Brantford and Brant, Haldimand and Norfolk counties. Perhaps this study can also be replicated in other smaller communities and/or rural areas.

Structure of the Thesis

The thesis is organized into six chapters including the *Introduction*.

Chapter Two: *Literature Review* is a critical examination of literature. It begins with a discussion about Canada's immigration policy. This chapter describes and compares the characteristics of newcomers in rural versus urban locations, attempts to explain the gender differences in barriers to integration in Canada, and examines the needs assessment model in immigration studies. This chapter ends with posing the research questions and highlighting the research objectives.

Chapter Three: *Research Design and Methodology* explains my choice of paradigm as well as the theoretical framework in which the study is located. This chapter provides an in-depth description of the methods used to conduct the survey, how data was collected, analysed, recruitment strategies, how the variables are defined, and the various tactics that were used to increase the response rate. One section in this chapter *The Spiral Research Process* seeks to explain the salient features of CBPR methodology. In this chapter Ethical Considerations of the study are discussed with special reference to CBPR.

Chapter Four: *Results* reports the findings of the study. In this chapter the responses of both the service providers and newcomers are summarized according to the domains of investigation: education and training, employment, health, and social support. A brief summary of demographic characteristics is also provided. One sub-section compares the key similarities and differences in the responses between the newcomers and the service providers. Tables and graphs are used to depict a large amount of data and to allow the reader to identify important information easily and succinctly.

Chapter Five: *Discussion, Implications, Future Research, and Conclusions* uncover the deeper layers of the survey responses and examine the findings in context with existent settlement and integration literature. One sub-section compares these results in relation to the studies conducted in Canada's large metropolitan areas, second or third-tier immigrant destinations, and/or locally. This chapter also examines the strengths and limitations of the study, implications for policy, provides recommendations, and proposes future directions for research. This chapter takes a final look at this study's terrain and offers general conclusions.

Chapter Six: *Reflecting of my research journey* portrays my personal journey in the research process. It paints a picture of my experiences when my past history is brought into the research encounter with the research participants and the community. This chapter wraps up with a poem that illustrates how multiple identities position an individual in society.

CHAPTER TWO: LITERATURE REVIEW

This chapter presents a critical review of the literature related to the settlement and integration of immigrants. It is organised as follows: In *Canadian Immigration Policy* the key fundamental changes that have transpired in the immigration policies in the last decade are explored. In *Recent Immigrants: Rural vs. Urban Destinations* the characteristics and consequently the supports that immigrants require from the host society in rural vs. urban destinations are compared. In *Gender Differences*, the differential impacts of the policy and programs on immigrant women are briefly discussed. In *Needs Assessment and Supports for Newcomers* relevant research which explores how health and social supports influence integration of newcomers into the host society is reviewed. In *Summary* a synopsis of the main themes emerging in the literature review in relation to the settlement and integration of newcomers is highlighted.

At the end of the summary the overarching research question is posed and the research objectives are highlighted.

Canadian Immigration Policy

Canada's immigration policies have historically been criticized for their racist, Eurocentric and patriarchal underpinnings (Man, 2004; Li, 2003). There have been considerable differences in how Canada treats white immigrants from Europe compared to non-white immigrants especially those arriving from Asia. This is due to racial ideology that stereotypes some immigrants as culturally inferior and incapable of contributing anything of value to the Canadian economy (Boyd & Vickers, 2000; Li, 2003). This favouritism is reflected in a number of past immigration policies such as 'The Continuous- Journey Regulation' designed to discourage immigrants from India, and the

“Chinese Head Tax” that required every Chinese person to pay a head tax of \$50 upon entering Canada (Boyd & Vickers, 2000; Li, 2003). Conventionally immigrants have been denied or given access to entry into Canada based on the colour of their skin, their country of origin and/or their ability to bring economic and social value to Canada.

In the past decade, Canadian immigration policy has undergone considerable change. A detailed discussion of these immigration policies is beyond the scope of this paper. Nevertheless, it is important for the purpose of this study to highlight key fundamental changes that altered the demographic composition and characteristics of immigrants to Canada. The first significant change occurred in 1967 with the introduction of the ‘point system’ where ‘skills’ replaced ‘race’ as the criteria for the selection of immigrants to Canada. The new policy was meant to be non-discriminatory by focusing the selection of immigrants on: level of formal education, knowledge of Canada’s official languages, occupational experience, occupational skills, and age rather than on their country of origin or race (Arat-Koc, 1999). This change in the policy encouraged the wave of immigration from non-European countries. Indeed, the 2006 census data reported that 83.9% of the immigrants who arrived between 2001 and 2006 were born in regions other than Europe (Chui et al., 2007). Several authors have argued, however, that the Canadian government has not been very successful in putting the principles of this ‘non-discriminatory’ policy into practice (Arat-Koc, 1999; Iredale, 2002; Teo, 2007).

The latter part of 1980’s saw the creation of the ‘business class’ category -which includes investors, entrepreneurs and self-employed people – with the main purpose of attracting immigrants with a wealth of financial capital to Canada. It is suggested that starting in the second half of 1980’s the addition of this new immigration category and

the Canadian government's aggressive strategies to attract business immigrants with a wealth of capital to spend in Canada has contributed to an increase in the level of immigration from all parts of the world. This trend continues to this day (Boyd & Vickers, 2000). For example, according to the 2001 statistics, of the total immigrants in Canada, 2.5 million people migrated after 1986 (Picot et al., 2007).

In 2002, and more recently in 2008, changes were made to Canadian Immigration and Refugee Protection Act (IRPA) with the purpose to better attract, select and retain skilled immigrant men and women as competition for skilled labour becomes an increasingly important factor in the global economy (CIC, 2005). Under IRPA, skilled workers are selected based on their level of formal education, English or French language abilities, and work experience involving certain skills rather than specific occupations (Iredale, 2002; Teo, 2007; CIC, 2005). A number of researchers have identified this growing trend of the neo-liberal Canadian state to procure immigrants who are highly educated, skilled, and are most likely able to economically adapt to the fast changing labour market as permanent residents (Esses, Dovidio, Jackson, & Armstrong, 2001; Iredale, 2002; Man, 2004; Stewart et al., 2006; Teo, 2007; Tolley, 2003). It is, therefore, not surprising that statistics in the post-2000 period suggest that the skilled worker class and their families make up the lion's share of economic immigrants entering Canada. For example, in the Longitudinal Survey of Immigrants to Canada (LSIC) the skilled worker class comprised 67% of the total immigrants entering Canada (Chui, 2003). Moreover, Picot et al. (2007) found that the distribution of immigrants in the economic category (including principal applicants, spouses, and dependants) rose from 29% in the 1992 entering cohort to 56% in the 2003 cohort.

A thoughtful analysis of this 'merit-based' immigration policy, which promotes the Canadian government's commitment to a strong and prosperous country by attracting well-qualified migrants thereby achieving the maximum benefits of immigration, is crucial in understanding the settlement of newcomers to Canada. The changes in these immigration policies impact immigrants through the delivery of settlement programs, access to social assistance, health care and human rights appeals. For example, due to the changes in the immigration selection process although the educational attainment of landed immigrants increased dramatically, the recent income trends of these immigrants indicates deterioration in their economic outcome (Frenette & Morissette, 2003; Kunz & Sykes, 2003; Picot & Sweetman, 2005; Statistics Canada, 2008). As a result, this group of individuals is often accused of draining the welfare state (Arat-Koc, 1999).

A common thread that emerged in the literature was that, in the era of global migration, resettlement countries such as Canada first seek out highly skilled immigrants to 'fill' the gaps in the labour market and then once the immigrants are here, the government has no comprehensive strategy to integrate this human capital in society (Bandari, Horvath, & To, 2006; Iredale, 2002; Simich, Hamilton, & Baya, 2006; Teo, 2007). This results in personal and economic hardships to immigrants and their families and a loss to the Canadian economy which is not able to utilize the expertise and knowledge of skilled labour. Further, Bandari et al. (2006) found that the systemic barriers that immigrants face in finding professional employment -- such as discriminatory hiring practices and inadequate language proficiency--have a negative effect on their mental health and self-esteem. These experiences of newcomers do not resonate with the philosophy of the Canadian Multiculturalism Policy that has evolved

since its inception in 1971 from celebrating cultural differences, to nurturing inclusive citizenship, and most recently promoting the full participation of newcomers in the social, political, and economic spheres of Canada (Kunz & Sykes, 2003).

Recent Immigrants: Rural vs. Urban Destinations

Canada's research and scholarly community has largely focused on the settlement and integration needs of immigrants in Canada's seven largest urban centres - Montréal, Ottawa-Hull, Toronto, Winnipeg, Edmonton, Calgary and Vancouver (for example, Bandari, et al., 2006; Simich, et al., 2006; Teo, 2007). In recent years there has been a trend in research towards understanding the diversity and immigration in second- and third-tier cities such as Hamilton and Kitchener-Waterloo (Government of Canada, 2007). The results of the last two censuses have indicated that the geographic distribution of new immigrants is mainly concentrated in the large metropolitan areas (Chui et al., 2007); however, recent literature suggests that smaller communities are showing a great deal of interest in attracting newcomers (Statistics Canada, 2008). It is further suggested that immigration can be a vital way to revitalize the economies of rural communities since these communities often face the risk of declining populations (Statistics Canada, 2008). It is noteworthy that between 2001-2006, Brant, Haldimand and Norfolk counties saw the largest increase in the number of newcomers with children under 15 years of age and a steady increase between the ages 25 to 34 (Grand Erie Training and Adjustment Board [GETAB], 2007).

The city of Brantford and the counties of Brant, Haldimand and Norfolk are middle-sized urban/rural locations that are now experiencing unprecedented immigration (Brantford population 82,000). Consistent with the national statistics, between 2001 and

2006 Brantford saw an increase in the arrival of recent immigrants compared to the nineties with Asia and the Middle East being the largest contributor of the newcomers, exceeding Europe as the leading immigrant sending country for the first time (GETAB, 2007).

Moreover, the characteristics and experiences of immigrants in large metropolitan cities differ from those residing in mid-sized rural/urban areas (Statistics Canada, 2008). Immigrants in smaller areas are less likely to be refugee claimants and more likely to have entered Canada in the skilled workers in the Economic class category or Family class immigrants⁶; they are less likely to have a university education but more likely to have pursued postsecondary studies, and are less likely to have knowledge of an official language which is integral to their integration in these communities (Bernard, 2008). It then becomes imperative to gain a fuller understanding of the settlement supports of this new profile of newcomers to effectively deliver services to this population. This provides both challenges and opportunities for prevention and collaboration work to ensure that the newcomers do not have to risk losing their ethnic identity to gain opportunities to succeed in the host society. Beiser & Hou (2006) suggest that having to give up their ethnic identity to assimilate in the dominant culture is a risk factor to the long-term well-being of the individual.

Brantford and its rural neighbours are making an effort to adjust to the changing demographics and provide relevant services to newcomers. Brantford has developed a

⁶ The definition of Family Class is based on CIC's definition. It includes a class of immigrants to Canada made up of close relatives of a sponsor in Canada, including a spouse, common-law partner or conjugal partner; dependent children; parents and grandparents; children under age 18 whom the sponsor intends to adopt in Canada; children of whom the sponsor is the guardian; brothers, sisters, nephews, nieces and grandchildren who are orphans under age 18; and any other relative, if the sponsor has no relative as described above, either abroad or in Canada (CIC, 2004)

number of community initiatives to deal with the barriers facing immigrants. A description of these initiatives is detailed in the Grand Erie Training and Adjustment Board's *Trends, Opportunities and Priorities Report (2004-2005)* and includes projects such as 'Employer Roundtable Conference' and 'Workforce Development Strategy'.

Gender Differences in Barriers to Integration in Canada

The Canadian immigration policies have been particularly discriminatory to women. For example, until recently women were mostly allowed to enter Canada as spouses or servants. An analysis of the current immigration policies suggests that these policies continue to be oppressive to immigrant women, often putting them in a disadvantaged position in Canadian society (Oxman-Martinez et al., 2005). Moreover, as a result of neo-liberal economic restructuring in the form of privatization of health care, federal downloading, deregulation and decentralization, immigrants are further marginalized. Immigrant women are particularly marginalized due to the multiple oppressions they face (Iredale, 2002; Man, 2004; Misra & Merz, 2005). As well, the neo-liberal ideology of self-reliance and its tendency to place little or no market value on domestic labour --as it happens in the private sphere rather than the public sphere-- has negative implications for women and increases their dependency on their spouse (Arat-Koc, 1999). There is a small body of research that has focused on the experiences of visible minority women in relation to these neo-liberal immigration policies which considers the influence of the physical, social, political and cultural environment on the lives of these women. For example, Stewart et al. (2006) found that family caregivers from China and India face many barriers to accessing health and social services due to these neo-liberal policies.

Due to the gendering of Canadian immigrant recruitment policies many immigrant women do not enter Canada as skilled workers under the Economic category. Even though these women are professional and educated, they still enter Canada as dependents of the principal applicant under the Family Class Sponsorship (Iredale, 2002; Raghuram, & Kofman, 2004; Ralston, 1999). Under this sponsorship agreement these women are dependent upon their sponsor for their financial, social, and health care needs for a period of three years after arrival to Canada and are not eligible for any government financial or social assistance. This status of dependency upon their entry into Canada impedes their ability to secure meaningful employment. As a result, they are forced to work in low-paying jobs (Iredale, 2002; Arat-Koc, 1999).

A few researchers have looked at the economic and non-economic factors in the gender bias which often causes women to be underutilized in the labour market (Arat-Koc, 1999; Iredale, 2002; Lee, 1999; Man, 2004). In a knowledge-based economy where the emphasis is on gaining skilled workers and care (health care, childcare, elderly care, care of the sick family member) has been shifted from the public to the private sector, skilled immigrant women are leaving their full-time jobs for either a part-time, lower-paying position, so that they can take care of their family and household (Iredale, 2002; Man, 2004; Misra & Merz, 2005; Stewart et al., 2006). Many educated racial and ethnic minority women are employed as servants or nannies in white Canadian households (Yeates, 2005). In addition, ethnic women often delay validating their own credentials until the husband is established in the labour market (Iredale, 2002; Ralston, 1999).

Merali's (2008) interviews with sponsored wives from South Asia, who come to Canada through the cultural practice of arranged marriage, revealed another dimension of

the sponsorship policy. She found that the women were at a risk of multiple oppressions as they did not understand their legal rights or the rights of their sponsors. However, in examining structural factors and affirming the victimization of women, these studies neglect the agency of South Asian women and what strategies they employ to navigate their environment as subjects in their own right. This leaves a yawning gap in the production of knowledge.

The impact of these policies and programs on the settlement of women migrants has largely been neglected in the immigration literature. In this research, efforts were made to explore and highlight gender differences that showed up in the data. By so doing, I was able to give voice to some of the settlement supports that immigrant women require for successful integration. This area deserves attention especially since research indicates that the immigrant and visible minority women who are newcomers to Canada and are not linguistically proficient in English are further disadvantaged in their ability to access formal services such as health-care or education. This lack of language proficiency also restricts their ability to find paid employment (Canadian Council on Social Development, 2006; Stewart et al., 2006). Utilizing this valuable human capital of immigrant women as effectively as possible within the country is becoming a major concern and will continue to be into the future as a larger percentage of the established Canadian population reaches retirement age (Iredale, 2002).

Needs Assessment and Support for Newcomers

Darboe & Ahmed (2007) define needs assessment as “a process of identifying the gap between a target population’s needs and its services. If a gap exists, a program can be designed to effectively respond to those needs” (p. 855).

Throughout the member countries of the Organization for Economic Co-operation and Development (OECD), there is an increase in the diversity of country of origin, culture, language and religion of recent immigrants. As a result, immigrant integration and the management of diversity for Canada and most OECD countries has become a vital policy concern. Greater attention is being paid to the role of social capital (such as citizen participation and informal social controls) in facilitating or impeding the integration of newcomers (Government of Canada, 2005; Iredale, 2002; Man, 2004; Stewart et al., 2006).

The characteristics and challenges of recent immigrants are different from those who migrated to Canada before the 1990's. For example, although recent immigrants are more likely to enter Canada as skilled workers in the economic class and have attained a university degree before arriving in Canada, they are experiencing more difficulty in integrating into the labour market (Frenette & Morissette, 2003; Picot & Sweetman, 2005). Their earnings during the first five years in Canada are lower than previous cohorts in the 1980's and 1990's (CIC, 2005; Picot & Sweetman, 2005; Picot et al., 2007; Statistics Canada, 2008). I find Teo's (2007) use of the term "immigrant prison" (p.220) to refer to the period before a person attains citizenship highly resonant of the lived experiences of newcomers to Canada. Other researchers argue that there appears to be an incongruence between the goals of the government's planned and administered skilled immigration program and the everyday reality of a newcomer (Esses et al., 2001; Iredale, 2002; Man, 2004; Stewart et al., 2006; Teo, 2007; Tolley, 2003). It seems ironic that after a decade of the Government of Canada's aggressive strategies to attract skilled workers there still appears to be no concrete strategy in place to fully utilize these skills sets of

highly qualified immigrant men and women. If immigrants are not able to convert their training to productive use it can be assumed that it would negatively impact the well-being of both the individual as well as the host society.

Recent immigrants are settling in larger numbers in the rural and midsized cities, and choosing places where housing is affordable and where they have formal and informal social supports such as a network of ethnic community and resources to help them succeed (CIC, 2005; Statistics Canada, 2008). The literature reveals that most research samples are taken from the largest urban centres (Toronto, Vancouver and Montreal) where a large percentage of immigrants live (Statistics Canada, 2008). Very little is known about the settlement experiences of newcomers in smaller communities and rural areas. Further, the needs assessment models for immigrants and much of the immigrant literature have explored the economic integration of new immigrants – Canadian work experience, economic hardships, professional accreditation process, recognition of foreign credentials, language abilities, or access and opportunities for training. For example, Bandari et al. (2006), Simich et al. (2006) and Teo (2007) identified the lack of recognition of foreign education and/or lack of Canadian work-experience as a major barrier to entering the labour force in Canada. I do not doubt that economic integration is integral to the integration of newcomers; however, I argue that integration is a multidimensional process. As immigrants continue to adapt to the host society, the supports they require at each phase of adaptation become diverse and go beyond just survival and include a desire to belong and be included in the larger society (Caidi & Allard, 2005). Further, a successful integration must entail a reciprocal relationship between the individual and the host society and more specifically between the newcomer

client and the service provider. In this study an effort is made to explore the supports that are important to the long-term well-being of the newcomers in areas other than employment such as education, training, health and social support.

Within the needs assessment model, very little work has been undertaken in understanding the perception of service providers in exploring the settlement needs of newcomers, with significantly even less work around exploring the experience of professionals working in rural and remote communities (Gregory, 2005). I concur with this author that such knowledge is crucial for understanding the challenges of living in a rural community. It opens discussion among employers, communities and funding bodies about the elements of rural life and improves access to service for rural residents. Successful newcomer settlement and integration cannot be considered in isolation but requires collaboration and partnerships with community agencies so that both newcomers and the host society can benefit from immigration. This is especially relevant as the emerging literature suggests that the economic hardships, high community unemployment, perceived lack of opportunities, and/or unmet expectations of life in Canada are related to psychological distress, obesity, depression, and other negative physical and/or mental health outcomes among immigrants (Beiser & Hou, 2006; Simich et al., 2006; Zuzunegui, Forster, Gauvin, Raynault, & Willms, 2006).

Furthermore, the social, economic and political inclusion of newcomers in Canada's multiculturalistic society continues to be a challenge (Government of Canada, 2005). This is clearly reflected in Teo's (2007) study where respondents expressed great dismay that even after being able to master one barrier to communication in Canada--the English language-- there was another barrier that impeded their integration to the receiving

society – cross-cultural communication. As a result of this cultural and social barrier, they did not feel a sense of belonging to Canadian society. With regards to globalisation and the increase in the internal migration of people, I find Harcourt's (2003) quote very relevant. In his own words, "the growing dislocation of power has coincided with growing cultural pressure" (p.75). In other words, as migrant workers continue to occupy larger social space and negotiate cultural differences, conflicts will emerge between the dominant cultures and subordinate groups, since an integral aspect of positive social and economic change is an equal distribution of power and resources.

In their study, Long & Perkins (2007) illustrated that social capital is a strong predictor of a sense of community. These authors also suggest that there is a positive correlation between place-based emotional bonds and a sense of community. These results are enhanced in minority samples. Beiser & Hou (2006) found that psychological and social resources that allowed newcomers to retain their ethno- cultural identification buffered the risk of depression. It is my contention that one's sense of belonging to the larger community, living in a safe neighbourhood, informal and formal social supports, and living in a community that offers opportunities for health, education, and employment for newcomers and their families is a critical aspect of improving a newcomer's experience (Wayland, 2006). In addition, social interactions and supports that are developed in community circles can moderate the stress of immigration (Valtonen, 2002). Such findings accentuate that as Canadians we have to go beyond the "us" and "them" paradigm. We must work with the newcomers to understand their perspective and empower them to find their place in society where they can attain their full potential.

Language skills are a priority and a requirement for all immigrants. They can have important implications for their integration and settlement in the receiving society (CIC, 2005; Statistics Canada, 2003). In a recent survey, 70% of newcomers reported difficulties in getting their foreign credentials, such as a diploma or degree, recognized in Canada and identified a lack of adequate language proficiency as a major barrier to entering the labour force (CIC, 2005; Statistics Canada, 2003). Other studies support the findings that highly trained immigrants who come to Canada with professional qualifications from an educational system that is different from Canada face significant difficulties in finding professional employment (Bandari et al., 2006).

Further, language difficulties and the long and costly accreditation process forces newcomers to take “survival” jobs to support themselves and their family (Bandari et al., 2006, p.143). In addition, language programs such as English as a Second Language (ESL) and Language Instruction for New Canadians (LINC) are not sufficient to foster communication to help newcomers integrate economically or socially. There are long waiting lists for ESL classes due to shortage of funds to support these programs. The eligibility criteria for ESL classes restrict a certain class of immigrant such as Canadian citizens to attend these classes and barriers to transportation and childcare pose a problem, especially for women migrants, to participate in ESL programs (Iredale, 2002; Wayland, 2006). Such obstacles, underemployment and other settlement stresses related to immigration such as being uprooted from their country of origin, loss of friendships, and barriers to health-care are a strong risk factor for poor physical health and psychological distress among immigrants (Zuzunegui et al., 2006).

In exploring the unmet health care needs of immigrants, Wu et al., (2005) identified language problems, differences in health-seeking behaviour across cultural groups, and visible minority status as some of the reasons why health professionals are not responding effectively to the needs of newcomers. Fung & Wong (2007) suggest that in communities where there are inequitable health care services combined with the immigrant's perception that there are many barriers to accessing these services, they are unlikely to seek help for their problems. Earlier research findings also suggest that housewives who follow their husbands as dependents are at a higher risk of physical and mental health issues as they are often socially isolated (Llacer, Zunzunegui, del Amo, Mazarrasa & Bolumar, 2007). Researchers are beginning to assert that health care professionals must recognize that there are immigrant-specific barriers to accessing health care services, and that there is urgency for culturally and linguistically appropriate health-care services (Fung & Wong, 2007; Zhang, Straub, & Kusyk, 2005).

Summary of the Literature Review

As the above critical review of the literature reveals, existing research points to numerous barriers including lack of employment opportunities, discriminatory hiring practices, non-recognition of foreign credentials and work experience, language difficulties without access to language instruction, and a lack of culturally competent and linguistically appropriate health and social services. There is an acute need for an exploration of how these barriers intersect to impact the settlement experiences of newcomers. For example, the lack of access to culturally appropriate health services in the host society would possibly deter a newcomer from utilizing those services. Further, very little research is conducted on strengthening the capacity of agencies serving

newcomers in mid-sized town and rural areas. In this study, I address this gap in the production of knowledge by examining the two sides of the settlement relationship – on the one hand, the host society’s roles and responsibilities in helping newcomers integrate and, on the other, the newcomers’ perception of the services in the Brantford and Brant, Haldimand and Norfolk counties. The overarching research question that I ask to address this question is: “*What are the settlement and integration supports for newcomers in Brantford and Brant, Haldimand and Norfolk counties, and how are newcomers using them?*” This question was further broken down into sub questions in four major areas of settlement and integration as follows:

1. *What are the supports available for education and training and how are newcomers using them?*
2. *What are the supports available for access to employment and how are newcomers using them?*
3. *What are the supports available for access to physical and/or mental health services and how are newcomers using them?*

Research objectives

This paper will make four significant contributions to the body of knowledge on newcomers. First, it will contribute to social work by providing invaluable culturally relevant knowledge that will enable service providers and social workers to effectively deal with constantly changing demographic trends. As our population becomes more diverse, community practitioners will need this knowledge to understand what immigrants bring with them and to smooth the transition into their new life. Second, it will enhance our understanding of the barriers that newcomer’s experience. Third, the

findings will draw attention to the settlement experiences of newcomers in mid-sized cities and rural areas, and help to design culturally relevant programs and improve the service delivery in these communities. Fourth, the recommendations of this study will be socially and economically valuable to the future generations of newcomers, such as children of immigrants, and/or international students who wish to establish residence in the local area, or other similar communities in Ontario.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter maps out details of the research methodology. It is organised into the following sections. In *Research Orientation*, I discuss the philosophical and theoretical frameworks of the research. In *Research Design*, I explain the choice of a self-administered survey questionnaire for this study. *The Spiral Research Process* is an in-depth account of how the research progressed through spirals of self-reflection, discussions with the ISTEP members and the Brantford community, understanding of research practices and integrating these practices into the research process. In *The Survey Instrument*, I present the steps involved in designing the survey questionnaire, along with the strengths and weaknesses of the instrument. I also inform the reader about the importance of the ‘Other’ category in the survey instrument and provide a detailed account of the process and tools that I used to prepare myself for data collection and to recruit participants. In *Data Collection*, I review the sampling strategy, i.e. respondent recruitment. This section also presents a sketch of the salient profiles of key informants, depicts how the data was gathered, describes the choice of location for data collection, and outlines other strategies used to increase the response rate. In *Data Analysis* I describe the methods that I used to analyse the data. In *Variable Definition and Operationalization* I present the description of the key variables. In *Ethical Considerations*, I review the ethical concerns specific to CBPR.

Research Orientation

To address the research questions and achieve the goals of the proposed study, I chose the critical research paradigm. The paradigm is pertinent for exploring the settlement and integration supports of a heterogeneous group of newcomers. It validates

and contextualizes service users' experiences, links the personal and political and it believes that people can participate in their own social change (Hick, Fook, & Pozzuto, 2005; Mullaly, 2002). Within the critical paradigm, I embraced the tenets of community-based participatory research (CBPR). CBPR is a comprehensive philosophical approach that integrates theory, practice, and ideological commitment for change (Alpeter, Schioker, Galinsky, & Pennell, 1999; Flicker & Savan, 2006; Park, 1999). It was a good fit for the study as it differs fundamentally from traditional research in that, more often than not, community-based research involves the collaboration of community members represented by grassroots activists, community-based organizations, workers, etc., and experts represented by university researchers, professional scientists, etc. (Schulz, Kreiger, & Galea, 2002). At its best, the outcome of such collaboration can have powerful and long-lasting results that reflect the investment of each party and the benefits of working together (Park, 1999). The researcher, in collaboration with the stakeholders, is constantly learning and transforming new knowledge into action. "Whereas traditional researchers see their task as description, interpretation, or reanimation of a slice of reality, critical researchers often regard their work as a first step toward forms of political action that can redress the injustices found in the field site or constructed in the very act of research" (Denzin & Lincoln, 2005, p. 305).

The goal of the CBPR methodology is to improve the lives of the individuals in the community (Schulz et al., 2002). In CBPR, the community-based organizations play an active role in the research process. They spread the word about the research project, bring community members into the research process as partners and not subjects, contribute time, money, and resources to the research, and/or use the findings of the study for the

benefit of the community (U. S. Department of Health and Human Services, 2003). There is shared ownership of research projects, community-based analysis of research problems, and orientation toward community action (Denzin & Lincoln, 2005). As new relationships between stakeholders develop, it promotes collective action and a sense of responsibility, motivating stakeholders to create initiatives that could lead to improved interventions in the community (Janzen, Hogarth, & Hatzipantelis, 2005; U. S. Department of Health and Human Services, 2003).

Within the critical paradigm, an anti-oppressive lens is the choice of the theoretical framework for this study as it addresses issues of power, domination, oppression, and inequalities that lead to unemployment, inadequate resources, and lack of opportunities (Mullaly, 2002; Valtonen, 2002). One of the key tenets of anti-oppressive social work practice is to empower people through consciousness-raising where *empowerment* is defined as “a process to help those who are oppressed feel less alienated, reduce their sense of powerlessness, and help them gain control of their life and social environment” (Mullaly, 2002, p.178).

Moreover, Sakamoto (2007) argues that an anti-oppressive practitioner-researcher does not engage in research solely for the production of knowledge; there is also the commitment to social action, and promotion of social justice. In anti-oppressive critical practice, a researcher/practitioner recognizes that there are multiple forms of oppression, and that social work practice can be both oppressive and liberating (Sin, 2007). I follow Mullay’s (2002) model of anti-oppressive practice that researchers must continuously engage in self-reflection so that they do not reproduce the oppression that one is trying to eliminate.

Research Design

This is an exploratory study designed to collect baseline data to identify the most important settlement and integration supports for newcomers in Brantford, and Brant, Haldimand and Norfolk counties. However, it moved far beyond what was intended as the process of CBPR unfolded. One of the most important elements in CBPR is the “participatory” enquiry. Throughout the research process I engaged with members of the immigrant community and the area service providers, attended ISTEP meetings (once a month), Newcomer Committee meetings (once every two weeks), and immersed myself in various multicultural events. By attending these events I built rapport with newcomers and service providers and listened to their stories. I recorded key discourses in a reflexive journal. Thus, I used several sources to generate data - a self-administered survey questionnaire (service providers and newcomers), narratives of community elders, key discourses with ISTEP members and with members of the newcomer committee. This was a deliberate attempt to enhance reflective and relational knowledge that is a striking outcome of CBPR (Park, 1999). I follow Park’s (1999) assertion that although such knowledge is critical to building community capacity, it is mostly neglected in contemporary western epistemology. Moreover, the quantitative survey questionnaire allowed me to document an inventory of settlement and integration services that are required for newcomers in Brantford and Brant, Haldimand and Norfolk counties in the quickest and least expensive manner (Rubin & Babbie, 2008). In the current economic crisis and in my past professional experience as a service provider I recognize the importance of such evidence based information to acquire funding dollars from government bodies.

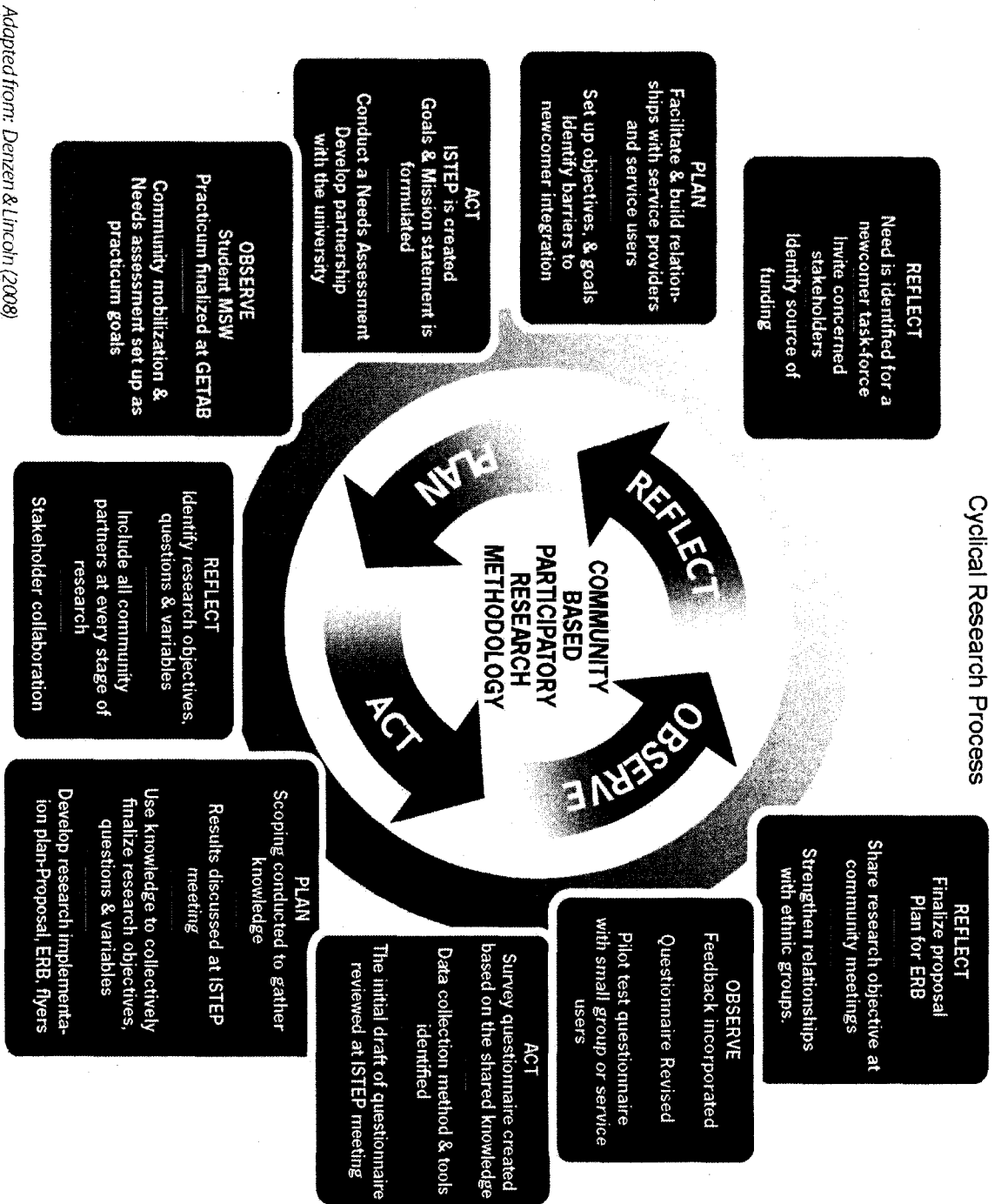
A self-administered survey questionnaire allows the flexibility to administer the survey to a large sample, to ask many questions on a given topic, and measure many variables in a single research (Rubin & Babbie, 2008). It also helps to identify the multiple layers of barriers and challenges that newcomers face in their settlements (Rubin & Babbie, 2008). This information is necessary to gain an understanding of the social and cultural context in which newcomers' access and use information to solve everyday problems (Caidi & Allard, 2005), understand the migrants' perspective to the barriers that they face in integrating to Canada, and acknowledge their initiative in the Canadian economy (Froschauer & Wong, 2006; Winchie & Carment, 1989).

The Spiral Research Process

In keeping with the tenets of CBPR, I worked collaboratively with the ISTEP task force in every step of the research process. Through discussions with the ISTEP members, I identified the research objectives, defined the research questions, finalized and operationalized the research variables, clarified the research instrument, and organized methods of data collection. The research process progressed through spirals of self-reflection that consisted of small cycles of reflecting, planning, acting, observing and then reflecting again, re-planning, taking new action, observing again, and so on (Centre for Collaborative Action Research, 2007; Denzin & Lincoln, 2005; Kincheloe & McLaren, 2005; McTaggart, 1989; Wadsworth, 1998). As I scrutinized each cycle it helped to clarify issues, refine research questions and challenge ideas and assumptions. As the research progressed, it also created new knowledge. I then incorporated this new knowledge into the next cycle to enhance the research process. Through continuous scrutiny of each phase, a new action emerged. The cycles were interdependent and

followed one another in a spiral (Denzin & Lincoln, 2005). It was through these discussions and the cyclical processes of CBPR that the research questions and the five crucial variables of *Employment, Education, Training, Health, and Social Support* emerged (see Appendix B for the Scoping Process and Appendix C for the detailed explanation of the Spiral Research Process). The pictorial representation of the Cyclical or Spiral Research Process is illustrated in Figure 1.

Figure 1: The Spiral Research Process



Adapted from: Denzen & Lincoln (2008)

The Survey Instrument

Developing the Survey Questionnaire:

The development of the survey questionnaire for this study was not a straightforward process. As noted earlier in the Spiral Research Process, and consistent with the spirit of CBPR, the survey instruments emerged from the consultation process with community stakeholders and newcomers. There were two survey instruments – one for the newcomers and the other for the service providers. To ensure comparability with other population surveys, both the questionnaires were adapted from the Longitudinal Survey of Immigrants (LSIC): Wave 2 to meet the criteria for this study (Statistics Canada, 2003).

The first draft of both the survey questionnaires designed for this study was quite lengthy. For example, the initial questionnaire for newcomers was 26 pages long and consisted of 101 questions, while the service provider's questionnaire was 16 pages long and consisted of 61 questions. The problem was that the ISTEP committee represented a range of diverse agencies in Brantford and/or participating counties, immigrants who had been in Canada for over 5 years, and newcomers who were the focus of this research. This diverse group of members differed in their views about the content of the questionnaire. Although the ISTEP members' enthusiasm for this research was deeply motivating, I had to consistently remind them that it was not possible to study every single issue that emerged in these discussions. It was important for the ISTEP members to keep in mind the time and financial factors involved to ensure that the study was feasible and was completed on time. After several in-depth consultations with the members, I revised the questionnaire and prepared a second draft. At this point, most of

the members agreed with the structure and content of the questionnaire. We took steps to anticipate unforeseen problems, ensure that the questions were not ambiguous, and that they would provide the information we were seeking.

After the second draft was ready, the newcomer questionnaire was pilot tested with a small group of 10 newcomers, including both male and female participants. The service providers' questionnaire was pilot tested with a group of 12 representatives including male and female participants from community agencies and/or organisations. Pre-test information clearly revealed that we needed to reduce the length of both the questionnaires (newcomers and service providers) as the respondents found the questionnaire very lengthy. As well, some pertinent information was still missing. For example, after the discussion with the newcomers group, we added some questions on discrimination issues and mental health services. In regards to the service provider's questionnaire, I found it interesting that this group of individuals, who agreed to test pilot the questionnaire, wanted to enquire about the percentage of service providers in the community who were personally interested or uninterested in helping newcomers. I brought this request to the ISTEP members and after a passionate debate, the majority of the ISTEP members agreed that the question, "*How interested would you say you are personally in helping newcomers?*" should be added to the survey questionnaire. The members reviewed the questionnaire again, suggested corrections, gave their feedback and made further recommendations. Based on their recommendations, I revised the survey questionnaire once again. In addition, I also incorporated the suggestions from my research professor; practicum instructor and thesis advisor (see Appendix G for survey

questionnaire for service providers and Appendix H for survey questionnaire for newcomers).

The “Other” category in the Survey Instrument:

After joint consultation with the ISTEP members and the members of the Newcomer Committee, space was provided for the participants (both service providers and newcomers) to mark their responses under an “Other” category in the survey questionnaire if they felt that the choices offered were not applicable to their circumstances. This resulted in rich qualitative responses which were included in my subsequent analysis.

Strength and Weaknesses of the Survey:

Gibbs (2001) argues that social work, for the most part, favours qualitative research and is uncomfortable with the rigidity in a quantitative survey with tick-boxes and closed-ended questions where the stories of service users are excluded. I concur with the author’s views that a quantitative research design, undertaken in collaboration with service users and service providers, can discover something meaningful. This study allowed the collection of a baseline data about the settlement resources of a diverse heterogeneous ethno-cultural group. In addition, the collaborative research principles of CBPR that embrace reflection, practice wisdom, and expertise of various stakeholders in the community balanced the limitations of this quantified survey questionnaire (Gibbs, 2001; O’Brien, 1998).

Surveys provide a “snapshot” at a particular point in time, and are easy and quick to administer (Royse, 1999). Taking into consideration the limitations of time, money, and

resources this approach to data collection proved to be an effective quantitative design, gathering a large amount of data in the shortest possible time and with very little financial investment (Rubin & Babbie, 2008). Surveys are generally weak in validity as it is hard to measure participants true responses from closed, dichotomous questions such as agree/disagree. The use of simple format and content and careful wording in the questionnaire helped to increase its reliability (Colorado State University, 2008; Royse, 1999; Rubin & Babbie, 2008).

Recruiting Participants from Immigrant Population – Role of Passion,

Knowledge, Preparation, Perseverance, and Integrity:

Research literature on the topic of participant recruitment suggests that gaining access to minority populations from diverse cultural and religious groups can be a challenging, time-consuming and expensive process. Some of these challenges include the fact that members of minority groups differ from the majority population in their cultural beliefs and values and this may hinder researchers' access to these groups; there is a general lack of public trust in academic researchers; language barriers impede data collection; researchers fear losing valuable data by using interpreters; and researchers' inability to translate questionnaire into the participants native language due to lack of funds could exclude particular groups (Mohammadi, Jones, & Evans, 2008; Roosa et al., 2008; Shelton & Rianon, 2004).

I had anticipated some of these difficulties during the planning phase of this study. I was also confronted with other issues that posed additional challenges to participant recruitment. For example, I was cautioned by the ISTEP members that the months of July and August are not ideal for data collection as people are on vacation or

prefer to spend their time at the beach or outdoor events. The research questionnaire for both the service providers and the newcomers was quite lengthy (the pilot study suggested that it would take newcomers approximately 45-60 minutes and service providers about 20-30 minutes to complete the questionnaire). In addition to reaching at least 50 service providers and 100 newcomers, I wanted to make sure that the respondents represented various newcomer groups in regards to gender, age, class, occupation and country of origin. I was also limited by funding dollars. Yet, I was able to successfully recruit 449 participants (212 newcomers and 237 service providers) with diverse demographic characteristics (see Appendix V and W). This number is not only much higher than what I anticipated but it is also considered a large sample size for a study like this. Moreover newcomers represented in this study represented 45 different countries of origins and spoke 37 different languages.

Authors suggest a variety of recruiting strategies to enhance the participation of members of the immigrant groups and to increase the response rate such as: incorporating multiple recruitment tactics such as snowball sampling, utilizing various forms of advertising, contacting key informants (e.g. community elders); using culturally competent research practices; developing rapport with the participants; being aware of the pre-migratory and post-migratory stressors that members may experience; recognizing that newcomer communities are not homogenous etc. (Mohammadi et al., 2008; Roosa et. al. 2008; Shelton & Rianon, 2004). Although I agree with these authors and did adopt a variety of these strategies, I was able to attain a high response rate in this study by developing unique and creative strategies of my own.

Pre-data collection phase: Passion + Knowledge + Preparation = Building relationships

During data collection phase: Perseverance + Integrity = Creating safety

End of data collection phase: Building relationships + Creating safety = High response rate → Show Gratitude.

Pre-data collection phase:

As a newcomer, immigrant, and a woman of colour I considered myself an insider in the research process. But as a researcher I was an outsider in the eyes of newcomers. My past experiences as a newcomer to Canada fuelled me with *passion* for the issue that I was researching. But, as an outsider I was aware that I had to gain trust of the newcomer population and the service providers. But passion alone was not sufficient for me to be able to ethically and professionally collect data. It required me to be well-informed about the CBPR process so that I could tap into the community's strengths and resources. The MSW program, the practicum, and additional readings on the subject geared me with academic *knowledge*. I also learnt from the practice wisdom of the ISTEP members, the immigrant community, and the thesis committee members. Although I was now armed with both passion and knowledge, I needed another valuable tool that would allow me to build relationships with both the immigrant community and the service providers. I believe that *preparation* is a vital tool that researchers, especially student researchers, can greatly benefit from utilizing to counter the several limitations during a thesis study—time factors, finance, lack of experience, burden of course work, and stress to succeed.

I used several approaches to plow the ground and prepare it for a good harvest of data: researching and establishing relationships with companies that hire or work with newcomers, contacting my MP to assist with publicizing the research study, attending community events and staff meeting and explaining the importance of the study and the

importance of participation, contacting the local media, putting flyers in multicultural grocery stores, restaurants, and laundry mats and connecting with the key informants in the immigrant community. As part of my preparation technique I drafted a visual and attractive time line using different colors that highlighted approximate dates and time for data collection in Brantford and the tri-county. As well I set specific dates by which I hoped to reach particular newcomer population and/or service providers. I also prepared a tracking sheet that included information such as the contact information, the date of contact, the date that I should follow up, number of possible participants, the recruitment strategy that would be most convenient to this group of participants and possible dates for data collection. I met weekly with Jill Halyk, the executive director of GETAB, to update her about the research, debrief, and to request any support I may require in reaching my target. Although the above techniques allowed me to build relationships with service providers and publicize the research study, it took several informal meetings with immigrant community leaders to develop professional comradeship. I attended one-on-one meetings with immigrant elders and I mingled with newcomers during festivities in the mosque, Filipino picnic, South Asian dances, and other multicultural events.

During data collection phase:

I had already established valuable relationships with both service providers and key informants in the immigrant community. Yet, I was cautious. In my past professional experience in diverse occupational sectors both locally and globally I found that people often assumed that once they had established a relationship in a particular community success would just follow. I did not assume that people would be as co-operative and enthusiastic towards this study as they professed during my earlier meetings with them.

Their enthusiasm is bound to shift when the temptations of the warm weather, the glorious beaches, the blue skies and well-deserved vacations knocked on their door.

As I had expected -- as I turned the page of my calendar to July -- the hype and energy of the service providers and the newcomers for this study had to compete with the inviting fragrance of summer breeze. I believe that this phase in data collection was the most challenging and rewarding. It tested my will. It required me to repeatedly go back to my tracking sheet and contact people who had promised to assist with the research. It required a willingness to collect data at 11:00 pm because that was the only time that newcomers who worked in food services could meet me after closing their restaurants. It meant sitting for 8 hours waiting for 3 immigrant women to arrive to complete the questionnaire. It required repeated phone calls to the same people. It involved long travels to remote areas of Haldimand and Norfolk counties to collect data. It necessitated urgent meetings with ISTEP members so that I could voice my concerns knowing that most of them would prefer to devour the sunshine.

I had only the months of July and August to collect my data. In these two months I wore the robe of a full-time employee and promised myself to spend a minimum of 44 hours per week in efforts focused towards collecting data. In the month of July in particular I found that without iron-willed *perseverance* I would not have succeeded. It was in August that the wheel of responses actually started rolling on the ground tilled with my sweat.

Through my dialogue with immigrant community members and service providers I later learnt that my perseverance during dark nights gained people's respect. They saw me as a researcher with *integrity*. Yes! The earlier stage of building relationships assisted

me in reaching this stage but it was here that my integrity bridged that relationship and fashioned a *bond of safety* between me and the newcomer community. They believed that I cared about this research, I cared about them and that I was willing to deliver what I promised with honesty and hard work. People felt safe with me and I saw a shift. The sun finally emerged after the storm. I could almost touch the rainbow in the clouds.

End of data collection phase:

When I reflect back to the earlier two phases of data collection, it becomes clear that although I had help from the ISTEP members and the newcomer committee, I had to assume the role of a captain of a ship. I had to motivate volunteers, send reminders, facilitate meetings, be willing to work long hours, face disappointments, sacrifice beach parties, and continue to walk slowly and steadily towards the goal. This stage is where I waited patiently and reaped the benefits of my efforts. It wasn't just about getting large number of participants to complete the survey; it was about reaching those whose voices would otherwise have been silenced – newcomer women, Live-in-Caregivers, members of LGBTTIQ committee and refugees. I also felt that at the end of summer it would be ethical to update the ISTEP members about the research progress. Together, we had surpassed the targets that we had set and it was time to celebrate. I scheduled an ISTEP meeting to update the members of the progress. After the meeting we had a pizza party to thank all the volunteers.

In conclusion, I am convinced that *Passion, Knowledge, Preparation, Perseverance, and Integrity* are effective and interconnected tools that helped me implement a well-planned data collection strategy and in collaboration with community volunteers achieve the intended results.

Data Collection

Sampling:

The aim of this study was to recruit a large sample. I estimated that 100 newcomers and 50 service providers should be recruited for the study to provide a suitable response.

Using a non-probability sampling, I recruited a diverse group of participants from several ethno-cultural communities living in the city of Brantford and Brant, Haldimand, and Norfolk counties. This form of sampling is cheaper, faster, and easier to conduct, and utilized more by social workers than probability sampling in exploratory research (Royse, 1999). I used a purposive, non-probability sampling to recruit newcomers as it is difficult to know the extent of this population (Royse, 1999).

In order to reflect the diversity of the newcomers in this community in regards to gender, race, age, educational and professional background, I used a combination of recruitment strategies (Rubin & Babbie, 2008). First, in collaboration with the ISTEP taskforce, we recruited newcomers from various ethno-cultural groups. Second, we posted a flyer at different locations in Brantford, and the relevant counties. This flyer advertised the research project, its objectives, and participant profile (see Appendix I). Third, we consulted key informants on access and location of data collection for newcomers. Fourth, we promoted the research extensively at community multi-cultural and other events that encouraged newcomers. While we recognized that there are differences within each ethno-cultural group, this research was open to all newcomers who had arrived in Canada within the previous five years.

To recruit service providers, I used a non-probability convenience sampling. This method is easy and quick, and it allows information to be sent to as many individuals as time and labour allows (Royse, 1999).

It is well known that when performing quantitative analysis larger samples are more likely to yield results that are more reliable. In this community, there is very small sample of service providers that provide services specifically geared to the immigrant population. Moreover, there were limitations in regards to time, money, and staffing that restricted the recruitment of respondents. Therefore, we put a lot of effort into increasing the sample size by fostering the participation of as many individuals within those agencies that serve newcomers. For example, we presented information at community agency meetings about the research purpose. Community representatives were encouraged to participate in the study and it was explained how their participation could make a difference to this study.

The service providers ranged from private to non-profit, industry, manufacturing, health care, education, social services, recreation, and other sectors that serve newcomers residing in Brantford, and Brant, Haldimand and Norfolk counties. This fulfilled the research criteria for measuring the needs assessment in education, employment, training, health, and social services.

Characteristics of Key Informants:

In consultations with ISTEP members we set the following general guidelines to select the key informants which included: 1) potential informants must reside in the city of Brantford or in Brant, Haldimand or Norfolk county, 2) they must be able to converse in English and preferably be able to speak another ethnic language so that they can either

clarify certain doubts or fears that participants may have regarding the study and/or be able to communicate those doubts to me, 3) they could be elders of their ethnic community, religious leaders, or other individuals who had a good working relationship with the ethnic community, and 4) must include female informants (preferably women who identified themselves as a visible minority) from women's organizations or other immigrant women who are now established in the research area. This criterion was included to encourage participation of newcomer women from the immigrant population who would find it uncomfortable to communicate with a male informant due to cultural or other issues.

The word of mouth (snowball sampling) proved to be an effective method for recruiting key informants. These included professionals providing front-line social services or indirect services to the immigrant community in Brantford and/or counties of Brant, Haldimand and Norfolk, a professor from Wilfrid Laurier University, a social worker from the Children's Aid Society (CAS), religious leaders, program directors from different agencies, a women's advocate, a pharmacist, a front-line worker from a women's shelter, and representatives from multi-cultural associations.

Choice of Location for Data Collection:

Consistent with the principle of CBPR, we chose several different locations such as the mosque, Immigrant Settlement Services and the GETAB community hall that was most suitable to the newcomers to gather data. Newcomers could set up a time and meet with the researcher and/or the key informants and fill the survey at these predetermined locations. In addition we held an open house at the GETAB location in Brantford (see Appendix S) and another Open House in Norfolk Multicultural Centre (see Appendix T)

for the purpose of data collection. We provided refreshments and several key informants were available at this open house to assist with completing the survey. In this study, approximately (60%) of the newcomers completed the questionnaire in groups and another 25% of the newcomers preferred one-on-one with myself and/or key informant at prearranged time slots at a location of their choice, such as community meeting rooms, their place of worship, English as a Second Language (ESL) education centres, etc. Before collecting the data, we explained the purpose of this research to the participants and informed them that it would take about 45-60 minutes to complete the questionnaire.

Strategies to Increase the Response Rate:

It is now commonly known in immigrant research that women from ethnic populations are often unable to access community resources or participate in community events due to restrictions such as transportation and/or childcare. Giving the newcomers the freedom to choose their location minimized some of the power imbalance and included the participation of those who would benefit most from this research.

To increase the response rate, I invested time to make the questionnaire for the newcomers more appealing. I printed each section of the questionnaire on a different colour paper and used visual cues such as spaces and arrows to direct the respondent to the next question (Royse, 1999). This paper survey was used to collect data from newcomers who were comfortable completing the survey with the key informants or in group settings. Further, to include the participation of the newcomers who did not own a computer or were not familiar with and/or were intimidated by technology, the paper survey and the newcomer's choice of location appeared more user-friendly and maximized the participation of newcomers.

The consent form and the questionnaire items for the newcomers were translated and back translated between English and the two most spoken languages in this area (Urdu and Mandarin) to ensure satisfactory linguistic equivalence (Rubin & Babbie, 2008) (see Appendix K for Consent Form in Mandarin, Appendix L for the Mandarin Questionnaire, Appendix M for the Consent Form in Urdu, Appendix N for the Urdu Questionnaire and Appendix O for the Consent Form in Spanish). This allowed the participation of some members of this population who are not proficient in English and improved the reliability of the instrument (Rubin & Babbie, 2008). Initially, we planned to also translate the entire questionnaire in Spanish. Nevertheless, through meeting with the key informants from the Spanish community, we felt that it was not necessary since the group of Spanish participants in the rural area would only be able to complete the survey in a group setting with the help of the volunteers as they had very little reading or writing skills even in Spanish. Most of the Spanish newcomers who lived in the City of Brantford were well versed in English. All the same, on the recommendation of the key informant for this community we had the consent form translated and back translated between English and Spanish but the survey questionnaire was not translated in Spanish.

The lack of financial resources limited the number of languages into which we could translate the survey. We implemented several strategies to compensate for the inability to translate the questionnaire into more languages in order to reach as many newcomers as possible. For example, we arranged a meeting between the Member of Parliament (MP) for Brantford, Lloyd St. Amand, the researcher, and one member of the ISTEP taskforce. After a lively and encouraging meeting, the MP endorsed the study by printing, photocopying, and distributing the Circular Advise to 10% of the households in the City

of Brantford. In the Circular Advise, the MP supported the study and requested the newcomers and service providers to participate in the research (please see Appendix Q). Copies of the survey were also available at the MP's office at all times and his staff was instructed to provide information about the survey to all newcomers who contacted his office.

To promote the study, I issued a press release in Brantford and Brant, Haldimand and Norfolk counties in an attempt to reach a wide variety of both newcomers and service providers through the media – (see Appendix R for Press Release).

The ISTEP task force has a previously established database with names of representatives of the immigrant-serving agencies in Brantford and Brant, Haldimand and Norfolk. I used a web survey tool called Survey Monkey⁷ to design the survey and collect responses. Since GETAB had a license to use this software, I was able to post the link on GETAB's website and also send this link to all the individual members in their database (see Appendix J). This method of collecting data, compared to an on-line survey that reveals the name of the person on the e-mail, ensured anonymity of each participant's response. It was easy to use, relatively inexpensive and less obtrusive (Royse, 1999; Rubin & Babbie, 2008). The website survey was also available to the newcomers who wished to use this method of providing their feedback rather than the paper questionnaire.

I attended various agency and organization meetings prior to the collection of the data, to inform the service providers about the importance of this survey for this community, give them the opportunity to clarify any issues, and provide information

⁷ Survey monkey is a tool for creating professional web surveys, collecting on-line responses and analyzing results (www.surveymonkey.com).

about the data collection. These connections helped to increase the response rate in the summer months when most people tend to either be away or spend their time outdoors. In an effort to reach individuals that may have very stringent work schedules during the week, the researcher attended several summer events in the community (e.g. multi-cultural picnics, barbeques, etc.), and set up a booth at these events, making the questionnaire available to both the newcomers and the service providers. As suggested in literature, this study used a combination of data collection methods -self-administered questionnaire with the web survey – with the hope that it would help to increase the response rate of the survey (Rubin & Babbie, 2008).

Providing incentives to the participants is another effective tool to enhance the response rate (Royse, 1999). GETAB provided light refreshments to the participants who gathered in groups to complete the survey. All the participants of the survey were eligible for three \$50.00 draws as a small token of gratitude for providing their valuable insight and time.

Data Analysis

The overall goal of the study was to provide a baseline data of the supports available and required for newcomers, and not to infer cause and effect or to generalize the results to the larger population. I used descriptive statistics to describe the characteristics of a sample and analyse the patterns of responses in the completed questionnaires (Rubin & Babbie, 2008). I reported the findings from the survey questionnaire in percentages using tables and graphs that are visually appealing and provide a lot of information at a glance, in a simple format (Royse, 1999).

In regards to the qualitative data, I integrated the key discourses with ISTEP members, Newcomer committee members, immigrant elders, and the qualitative text in the “Other” category of the survey questionnaire (newcomer and service providers) into the Discussion Chapter. It enriched my data analysis. In addition, some of the quotes from the survey questionnaire were incorporated in the discussions to highlight a particular argument and/or to demonstrate significance of a particular finding.

Variable definition and Operationalization

For the purpose of this study, the term *service users* refers to newcomers. The demographics of *newcomer* includes a recent immigrant, conventional refugee, refugee claimant, and/or other foreign born persons who have arrived in Canada within the last five years and are 18 years or older and currently reside in Brantford or the counties of Brant, Haldimand or Norfolk.

I define *service providers* as individuals who are currently employed or in the past have worked in a for-profit or non-profit agency/organisation that serves newcomers in Brantford, or the counties of Brant, Haldimand or Norfolk. In this study, I explore five topics: *Employment, Education, Training, Health, and Social Network*. I explain the operational definition of each of these variables below.

Employment refers to newcomers 1) who are currently working for another in the paid labour force either part-time, full-time, seasonal, or contract work, or 2) are self-employed.

Education must include: 1) the formal education that the individual has attained through an accredited academic institution and 2) it leads to the completion of a certificate, diploma, or a degree (elementary school, high school, college, and university).

This definition also includes professional certification of residency programs in various dental, medical and veterinary specializations.

I adapted the operational definition of *Training* from Statistics Canada (2003). It includes: 1) attainment of a pre-determined objective or set of objectives through an educational or other for-profit or non-profit institute or organisation, and 2) it must lead to a credit or non-credit certificate, diploma, degree, post-degree, doctorate or professional certification. This definition also includes completion of personal interest and leisure programs.

I adapted the operational definition of *Health* from the Public Health Agency of Canada (2006). *Health* refers to 1) a state of mental, physical, and social well-being, 2) an absence of disease, and 3) a capacity to meet and adapt to life's challenges and pursue one's education, employment, and/or personal goals/dreams.

Please note: In this study the spiritual dimension is absent from the definition of *Health*.

I adapted the operational definition of *Social Support* from Duffy & Wong (2003). *Social Support* must include: 1) a sense of community – people feel that they belong to or fit in the neighbourhood (for example, they are included in social and civic life) and 2) people have confidence in the availability and accessibility to the formal and informal supports (such as a network of family, co-workers, friends, ethnic community, agency, etc.) in the host society.

Ethical Considerations

Researcher in the CBPR process:

The primary role of the researcher in CBPR is that of a facilitator, but the researcher will often wear different hats such as a 'listener', 'catalyser', 'planner', and/or 'reporter'

(O'Brien, 1998). As an anti-oppressive researcher, I was committed to promote the empowerment of people and enhance their well-being. I was vigilant and conscious that I must respect the diversity of participants and be sensitive to the varied differences that exist within the ethno-cultural groups.

As a researcher faithful to the doctrine of CBPR, I took extra steps to ensure the ethical integrity of the research. Before any data collection, I submitted this research to Wilfrid Laurier University's Ethics Review Board as part of the CBPR and was approved. I presented the participants with a detailed informed consent form at the beginning of the research (see Appendix D for the Consent form for Service Providers, Appendix E for the Consent Form for Newcomers – Paper version, and Appendix F for the Consent Form for Newcomers - Web Mail). The consent form explained the purpose of the research, its usefulness, risks and benefits to the participants, confidentiality of the data, and the importance of their participation in the survey. Besides the mandatory ethical requirement, I hoped that the consent form would engage the respondents from the beginning so that they took the questionnaire seriously and were committed to completing the survey (Rubin & Babbie, 2008). To further minimize potential risks, I made available to the participants a list of community resources should the participants indicate that they were feeling stressed and required medical attention (see Appendix U).

Jarvis (2004) raises a convincing argument that community-based research brings to light ethical concerns that are not raised in experimental laboratory research. For example, even though researchers may take all precautions to ensure the social well-being of the participant, it is possible that members of certain groups such as racial and ethnic minorities will be stereotyped as they share a collective identity. Further, social,

political and economic concerns may emerge in research, which may pose a risk or threat to the prosperity of that cultural group. Sometimes the pressure of the host society or one's ethnic community to participate in the study may override individual consent (Jarvis, 2004). In order to minimize these risks, we regarded the participants as partners and not research subjects. In addition, if a newcomer was uncomfortable in giving written consent, we deemed that oral consent was acceptable for this study.

In keeping with the beliefs of CBPR, throughout the study, a dialogical and collaborative effort between the ISTEP task force and me was encouraged, particularly during the collection of data and interpretation of results. Moreover, I maintained a reflexive journal so that there was an awareness of any existing biases that may be present at each phase of the research. I made every effort to minimize their effect in the research process (Denzin & Lincoln, 2005). Critical self-reflection helped to facilitate discussions with the stakeholders. O'Brien (1998) cautions that in this dialectical and collaborative process of participatory research, it is imperative to acknowledge and value every person's contribution as significant. As a result, if the debate challenges an individual's viewpoint, it often threatens the status quo of the practitioners, and the previous ways of doing things. When those ideas, judgements, and fears dominate the discourse it is essential to be attentive to these clues and emphasise learning through fostering reflective analysis among the practitioners.

Critical Reference Group:

Wadsworth (1998) recommends that the researcher use a critical reference group in CBPR with whom she/he collaborates during every phase of the research process for feedback, support and ideas. The critical reference group for this research included my

thesis advisor, practicum instructor, and ISTEP members. I consulted with this group on a regular basis to enhance the participatory element of the research, increase the reliability of the research findings, and to disseminate information to the community in a respectful manner.

Newcomer Reference Group:

I selected a five member advisory group through word of mouth advertising with whom I collaborated regularly during the process of data collection. My selection criteria included male and female newcomers from various immigrant groups who were able to volunteer their time and effort throughout the research process. I also made efforts to seek newcomers from LGBTTTIQ (lesbian, gay, bisexual, transsexual, transgendered, two-spirited, intersexed and queer) community with no success.

The newcomer reference group also provided feedback on the accuracy of research findings in order to ensure that the results were meaningful, reliable and truly addressed the gaps in services for the newcomers in this community (Rubin & Babbie, 2008).

CHAPTER FOUR: RESULTS

Both newcomers (N=212) and service providers (N=237) completed the survey on demographics, education and training, employment, health, and social support. This chapter is divided into six sections: Demographics, Education and Training, Employment, Health, Social, and Comparison: *Newcomer and Agency Data*.

For both the newcomers and the service providers data have been collapsed across the “*Agreed*” and “*Disagreed*” categories to clarify the results. Percentages are based on the number of respondents to a particular question. For some questions respondents could make multiple responses so the percentage total for some questions may exceed 100%. The results of the “*Other*” Category are incorporated in the *Discussion* Chapter.

Demographic Characteristics

Newcomers:

Data describing demographic characteristics of the newcomers are summarized in Appendix V. Approximately 66% of the newcomers were females. The majority (70%) of the respondents were young adults aged between 25 and 44 years. Most of the study respondents (65%) were married. The newcomers reported 45 different countries of origin with India (25%) and China (15%) as the top two source countries of newcomers. About one-half (48%) were Landed Immigrants⁸ or Permanent Resident. Nearly 68 % of the respondents used English as the most common mode of communication at home. Most (82%) of the newcomers were living in the City of Brantford at the time of the survey. About 30% of the respondents reported an annual income of less than \$19,000 and only a small proportion (1%) earned annual income of over \$70,000.

⁸ The current official classification for landed immigrants is “permanent resident”. Permanent residents are people who have been granted permanent resident status in Canada (CIC, 2004)

Service Providers:

Data describing demographic characteristics of the service provider sample are summarized in Appendix W. The majority (71%) of the study respondents represented a non-profit agency. Service providers reported 21 different categories of organizations providing a wide range of services to newcomers. More than half (57%) of the service providers were employed in an agency located in the City of Brantford.

In terms of the characteristics of the newcomers that the agencies served, about one-half (47%) of the study sample served an equal mix of male and female. Approximately 30% of the service providers suggested that the newcomers were primarily young adults aged between 25-34 years and nearly 39% reported newcomer's immigration status as Canadian Citizens. Predominantly the service providers suggested that the newcomer's country of origin was either China (15%) or India (13%).

Education and Training

Newcomers:

1. Language Skills:

The majority of the newcomers (69%) could speak in English and/or French at least *Fairly Well* and 71% could write at least *Fairly Well* in English and/or French before arriving in Canada. There was noticeable improvement after arriving in Canada with 93% currently able to speak in English or French at least *Fairly Well* and 91% currently able to write English or French at least *Fairly Well*. Only 8% of the newcomers claimed that currently their language skills were *Poor*.

2. Level of Formal Education:

41% of the participants had completed a Bachelor degree; 16% had a Masters Degree, another 16% had completed Secondary School education, and 15% had College education. A small percentage of the newcomers had completed either Primary/Elementary School education (7%), held a Trade Certificate (3%), or completed a Doctoral Degree (2%). Just 1% of the respondents did not have any formal education.

3. Country Where Newcomers Were Educated:

About a quarter (26%) of the study sample had completed their education in India and 16% had completed their education in Canada. A small share of newcomers was educated either in Canada (8%), Philippines (7%), Yugoslavia (5%), Columbia (5%), Pakistan (4%) and Mexico (3%). Newcomers also reported 32 other countries where they completed their education.

4. Have You Attended Any Training/Courses?

On the whole the participants had not attended any training course after moving to Brantford or the County of Brant, Haldimand or Norfolk. Table 4.1 provides newcomers response to this question.

Table 4.1: Have You Attended Any Training Courses

Type of Course	YES	NO
Language training	38%	62%
Employment training	28%	72%
Educational training	23%	77%
Personal interest/hobby	13%	87%

5. Level of Difficulty in Attending Training or Taking a Course: About half (49%) of the newcomers indicated it was *Easy* to attend Language Training compared to almost a quarter (23%) who said that it was *Difficult*. Approximately 39% of the

newcomers reported that it was *Easy* to take a Hobby Course compared to 20% who said it was *Difficult*. About a quarter (24%) of the respondents found it *Easy* to attend Employment Training compared to 39% who said it was *Difficult*. About 22% of the respondents reported that it was *Easy* to attend Educational Training compared to 39% who said it was *Difficult* (see Table 4.2).

Table 4.2: Level of Difficulty in Attending Training

Type of Course	Easy	Difficult	Don't Know
Language training/course	49%	23%	28%
Personal Interest/Hobby	34%	20%	47%
Employment training/course	24%	39%	38%
Educational training/course	22%	39%	38%

6. How Have Training/Courses Helped Newcomers? About 37% of the newcomer's found that *Language Training* helped them to find employment as compared to 13% who stated that this training did not help. Over a quarter (26%) of the newcomers found that *Employment Training* predominantly helped them to find employment and a similar proportion (24%) reported that this training did not help. One-quarter of the respondents found *Educational Training* helped them to find employment as compared to 28% who found that this training did not help. Another one-quarter of the respondents found that *Personal Interest Course* mainly helped them to meet people as compared to 42% who stated that this course did not help. Table 4.3 explains if the particular training helped or did not help newcomers.

Table 4.3: How Has the Training Helped Newcomers?

How has the Training Helped?	Language Training	Employment Training	Educational Training	Personal Interest Course
To find employment	37%	26%	25%	7%
To meet new people	26%	7%	13%	25%
Did not help	13%	24%	28%	42%
To do my current job better	11%	15%	10%	8%
To increase my income	4%	9%	8%	3%
To get promotions	3%	8%	7%	5%
To start a business	3%	2%	3%	8%
To change jobs	2%	10%	7%	0%

7. Courses that Could Facilitate Newcomer Integration: Most of the newcomers reported that Language Instruction for New Canadians (LINC), Employment Bridging Programs, Skills Training, Education Bridging Programs, and Self-Employment Programs could help foster their integration process. Table 4.4 lists newcomer's response to each of these courses.

Table 4.4: Courses that Could Facilitate Newcomer Integration

Type of Course	Helpful	Not Helpful	Don't Know
LINC	95%	1%	5%
Skills/Trade Training	90%	1%	9%
Employment Bridging Programs	89%	1%	10%
Education Bridging programs	87%	1%	12%
Self-Employment	75%	5%	20%

8. **Barriers in Attending Training:** The top five barriers that were reported by newcomers were: *Not Knowing Where to Find Courses or Programs* (87%), *Financial Constraints* (85%), *Time Constraints* (84%), *Communication Problems* (84%), and *Transportation Constraints* (84%). Table 4.5 provides a complete list of barriers that newcomers identified in attending training or taking a course.

Table 4.5: Barriers to Attending Training

Type of Barriers	Agree	Disagree	Other
Not knowing where to find courses	87%	10%	3%
Financial constraints	85%	10%	5%
Communication problems	84%	15%	2%
Time constraints	84%	9%	7%
Transportation constraints	84%	14%	3%
Not being able to find child care	77%	12%	11%
Discrimination	63%	31%	7%
Not able to navigate the internet	59%	36%	5%
Climate	58%	36%	7%
Staff do not have the knowledge	58%	37%	5%

Service Providers:

1. **Language Skills:** About three-quarters of the respondents (73%) reported that newcomers spoke English at the least *Fairly Well* while 16% indicated that newcomers spoke English *Poorly*. Only 6% of the respondents alleged that they *Did Not Know* and 5% marked their responses under the *Other* category.

2. **Education Accreditation Process:** The majority of the respondents (60%) reported that it was *Difficult* for newcomers to get education accreditation compared to 12% who reported that it was *Easy*. About one-quarter (27%) of the respondents was *Undecided* on this issue.

3. **Level of Difficulty in Attending Training or Taking a Course:** 40% of the newcomers suggested that it was *Difficult* for newcomers to attend Educational Training compared to 37% who thought it was *Easy*; 44% of the respondents claimed that it was *Difficult* for newcomers to attend Employment Training compared to 42% who said it was *Easy*; 27% of the respondents reported that it was *Difficult* for newcomers to take Language Training compared to 56% who thought it was *Easy*; 31% of the respondents reported that it was *Difficult* for newcomers to take Hobby Courses, compared to 40% who said it was *Easy* (see Table 4.6).

Table 4.6: Is it Easy/Difficult for Newcomers to Attend Training

Type of Training/Course	Easy	Difficult	Don't know
Language	56%	27%	17%
Educational	40%	40%	18%
Personal Interest/Hobby	40%	31%	29%
Employment	37%	44%	18%

4. Challenges That Newcomers Face in Taking Courses: On the whole the service providers noted that *Communication Problems* (77%), *Transportation Constraints* (76%), *Financial Constraints* (75%), *Not Knowing Where to Find Courses or Programs* (75%), *Not Knowing How to Find Courses or Programs*, *Time Constraints* (74%) and *Not Being Able to Afford Child Care* (74%) were the most common barriers to newcomers ability to attend training or to take a course. Table 4.7 provides complete list of challenges that service providers' identified.

Table 4.7: Challenges that Newcomers Face in Attending Training

Type of Challenges	Agree	Disagree	Undecided
Communication problems	77%	11%	12%
Transportation constraints	76%	6%	18%
Financial constraints longer available	75%	6%	19%
Not knowing where to find courses	75%	9%	16%
Not being able to find/afford child care	74%	4%	21%
Not knowing how to find out about these	74%	11%	15%
Time constraints	73%	6%	20%
Cultural barriers	63%	15%	22%
Not able to navigate the internet	60%	19%	21%
Discrimination	58%	19%	24%
The lack of courses/courses are full/waiting list is too long	49%	20%	32%
Staff do not have the skills to help them	47%	23%	30%

Employment

Newcomers:

1. **Percentages of Newcomers Currently Employed:** About 59% of the newcomers were employed while 41% were unemployed at the time of the survey.

2. **Work Status:** About 54% were employed *Full-time*; almost one-fifth (19%) were employed *Part-time*; and others had either *Contract work* (14%), were *Self-employed* (9%) or were individuals with a *Work permit* (4%).

3. **Type of Occupation:** Respondents reported working in a diverse range of occupations. Over a quarter (29%) was employed in customer service and a small proportion held Management positions (8%). Table 4.8 provides a complete list of occupations in which newcomers were employed.

Table 4.8: Type of Occupation in Which Newcomers Are Employed

Type of Occupation	Percent of Respondents	Type of Occupation	Percent of Respondents
Musician	1%	Trade/Industry	3%
Construction	1%	Education	3%
Entrepreneurs	1%	Pharmaceutical	3%
Farm worker	1%	Engineer	6%
Scientist	1%	Retail/Sales	4%
Information/technology	2%	Quality Assurance	6%
Social services	2%	Management	8%
Finance	2%	Live-in caregiver	11%
Health Care/Medical	2%	Factory	13%
Dentist	2%	Customer service	29%

4. Length of Time in Current Occupation: About 23% of the respondents were employed for *Less than 1- year* while a very small proportion (3%) were employed for about *5 years*. About 21% of newcomers were employed for *Less than 6-months*. Another 16% of the respondents were employed for *More than 1-year* and a similar proportion (16%) were employed for *More than 2- years*. Approximately 13% of newcomers were employed for *More than 3-years* as compared to 8% who were employed for *More than 4-years*.

5. Satisfaction with Current Employment: Majority (87%) of the respondents claimed to like the people they were working with while only 8% disagreed on this issue. Slightly over half (55%) were currently employed in the field for which they had education and training as compared to 40% who were not currently working in their field of education and/or training. Table 4.9 lists the portion of newcomer's responses to 8 aspects associated with their current employment.

Table 4.9: Satisfaction with Current Employment

Satisfaction with Employment	Agree	Disagree	Do not Agree or Disagree
I like the people I work with	87%	8%	6%
I feel my culture is respected at work	78%	14%	8%
I like the working environment	73%	17%	10%
I am paid fairly	73%	21%	7%
I like the hours of work	69%	22%	9%
I have opportunity to be promoted	61%	27%	13%
I am currently working in the field for which I have education/training/experience	55%	40%	5%

6. Training Courses that Can be Useful to Newcomers: The majority of the respondents *Agreed* that *Employer Paid Training* (89%), *On-the-Job Training* (89%) and *Off-site Training* (86%) would be helpful to find employment. A high proportion of respondents also supported *Language Training Courses* (82%) and *Job Shadowing* (82%) as a useful tool to Seek Employment. Table 4.10 provides a list of various training and newcomers responses to its usefulness.

Table 4.10: Training Courses that Can be Useful to Newcomers

Type of Training	Agree	Disagree	Don't know
Employer/Government Paid education course	89%	4%	7%
On-the-job training to Help me advance in my job	89%	3%	8%
Off site training	86%	5%	9%
Language training course	82%	12%	6%
Job-shadowing	80%	5%	15%
Mentorship program	79%	7%	14%
Personal development course	77%	12%	12%
Workshops just for women	66%	14%	20%

7. Barriers to Seeking Employment: *Lack of Canadian Experience* (89%) were rated as the most common barrier to newcomer's ability to find employment followed by *Transportation Constraints* (77%). Three quarters of newcomers rated *Not having family or friends* and *Financial Constraints* as a barrier. *Language Problems* was reported by about 70% of the newcomers. A similar proportion (69%) found *Discrimination* to be a hurdle in seeking work. *Not Being Able to Navigate the Internet* emerged as the least common obstacle yet it was reported by more than half (57%) of the newcomers (see Table 4.11).

Table 4.11: Type of Barriers to Seeking Employment

Type of Barrier	Agree	Disagree	Undecided
Lack of Canadian experience	89%	6%	5%
Transportation constraints	77%	15%	9%
Not having family or friends who could help	75%	18%	7%
Financial constraints	75%	13%	11%
Labour Market Language Training (LMLT)	72%	17%	11%
Language problems	70%	21%	9%
Not being able to navigate the internet	57%	33%	10%
Discrimination	69%	21%	10%
Not being able to navigate the internet	57%	33%	10%

Service Providers:

1. **Barriers that newcomers experienced in seeking employment:** The service providers ranked *Communication Problems* (85%), *Not Having Employment in their Field of Training* (83%), *Education Accreditation* (83%) and *Language Barriers* (82%) as most common barriers to newcomers seeking employment. About three quarter (73%) identified *Transportation Constraints* and the same proportion identified *Cultural Barriers*. Table 4.12 provides a complete list of barriers with the proportion of service providers that identified these barriers.

Table 4.12: Barriers That Newcomers Experienced in Seeking Employment

Type of Barriers	Agree	Disagree	Undecided
Communication problems	85%	7%	7%
Not employed in their field of expertise	83%	2%	14%
Education accreditation	83%	4%	13%
Language Problems	82%	13%	6%
Cultural barriers	73%	12%	16%
Transportation constraints	73%	10%	17%
Discrimination	60%	15%	26%
Not able to navigate the internet	59%	19%	22%

2. **Barriers That Newcomers Experienced in Being Promoted:** The majority (77%) of service providers reported *Education Accreditation* as the most common barrier that newcomers experienced to gaining promotion. Almost three-quarters (74%) of the study respondents agreed that *Not Employed in Their Field of Expertise* posed difficulties to newcomers. It was followed by 70% who indicated that *Language Barriers-Verbal* and another 69% who agreed that *Language Barriers-Written* impeded newcomers' ability to be promoted (see Table 4.13).

Table 4.13: Barrier to Newcomer Promotion

Type of Barriers	Agree	Disagree	Undecided
Education accreditation	77%	4%	19%
Not employed in their field of expertise	74%	3%	22%
Not fluent in English and/or French (verbal)	70%	14%	16%
Not fluent in English and/or French (written)	69%	14%	17%
Communication problems	69%	9%	21%
Cultural barriers	63%	9%	28%
Transportation constraints)	59%	18%	23%
Discrimination	58%	15%	27%
Not able to navigate the internet	49%	20%	30%

3. Reasons that Service Providers Reported for Newcomers' Dissatisfaction

with Employment: The top five reasons that service providers pointed out for newcomers' dissatisfaction with employment were: *Job Was Not a Desired Profession* (82%), *Position Was Not in the Area of Specialization* (81%), *Poor Pay* (80%), *Problems with Work Load/Responsibilities* (80%), and *Overqualified for This Type of Work* (77%).

Table 4.14 lists the reasons that contribute to newcomers' dissatisfaction with employment and service providers' response to it.

Table 4.14: Reasons For Newcomers Dissatisfaction with Employment

Reasons for Newcomers' Dissatisfaction with Employment	Agree	Disagree	Undecided
Job was not a desired profession	82%	3%	15%
Position was not in area of specialization	81%	2%	18%
Poor pay	80%	6%	13%
Problems with work load/responsibilities	80%	1%	18%
Overqualified for this type of work	77%	6%	18%
Lack of opportunities for advancement	70%	6%	24%
Not enough hours of work	66%	14%	19%
Lack of job security	65%	8%	27%
Cultural barriers	62%	10%	28%
Discrimination	62%	15%	24%
Location was not convenient	58%	11%	31%
Poor physical conditions	56%	18%	25%

4. Usefulness of Volunteering: An overwhelming majority (93%) of service providers claimed that volunteering can be useful to newcomers *To Practice English/French*. A high proportion also agreed that volunteering can be useful to newcomers to *Gain Canadian Experience* (91%); *Help an Organization or Other People* (91%); *In Networking* (91%) and *To develop/increase job skills* (89%). Table 4.15 lists ways in which volunteering can be useful to newcomers and how service providers rated it.

Table 4.15: Usefulness of Volunteering

Ways in Which Volunteering Can Be Useful	Useful	Not Useful	Undecided
To practice English/French	93%	2%	5%
To get Canadian work experience/references	91%	3%	6%
To help an organization/other people	91%	3%	6%
In networking	91%	2%	7%
To develop/increase job skills	89%	4%	6%
To meet people from their own culture/ethnic background	71%	8%	20%
Only way they could work in their field	65%	11%	24%

5. Satisfaction with Current Employment: Approximately 43% of the respondents reported that newcomers were *Satisfied* with their current employment; 35% of respondents reported that newcomers were *Unsatisfied*; 20% of the respondents said that they *Did not know* and barely 2% marked their responses under the *Other* category.

Health

Newcomers:

1. Health Status: The bulk of the newcomers alleged that their physical health (89%) and mental health (88%) was *Good*. Only one-tenth of the respondents reported their mental health as *Fair* and a similar proportion (9%) reported their physical health as *Fair*. Just (1%) of the respondents thought that their mental health was *Poor* and a similar proportion (2%) said that their physical health was *Poor* (see Table 4.16).

Table 4.16: Health of Newcomers

Type of Service	Good	Fair	Poor	Don't Know
Physical health	89%	9%	2%	0%
Mental health	88%	10%	1%	1%

2. **Newcomer's Level of Physical Activity:** About three-quarters (73%) of the respondents claimed that they were *Active* compared to about one-quarter (26%) who stated that they were *Inactive*. Only (1%) of newcomers' responded *Don't know*.

3. **Newcomer's Interest in Life:** The vast majority (94%) of the newcomers reported that they were *Happy and Interested* in life as compared to 5% who stated that they were *Unhappy and Disinterested* in life. Only (1%) of newcomers' responded *Don't know*.

4. **Newcomer's Familiarity with Health Services:** Half of the study respondents were *Not Familiar* with mental health services as compared to 40% who were *Familiar*. Almost three-quarters (71%) of newcomers were *Familiar* with physical health services compared to 21% who were *Not Familiar* (see Table 4.17).

Table 4.17: Newcomer's Familiarity With Health Services

Type of Service	Familiar	Not Familiar	Don't Know
Physical health services	71%	21%	8%
Mental health services	40%	50%	10%

5. Major Barriers that Newcomers Face in Accessing Health (Physical and/or Mental) Services: The five most common barriers that newcomers experienced in accessing health services included *Time Pressure* (80%); *Personal and Family Responsibilities* (66%); *Transportation* (66%); *Own Work Situation* (64%) and *Employment Status* (57%). Slightly over half (54%) reported that *Language Barriers* and about half (51%) suggested that *Cultural Barriers* impeded their ability to access health services (see Table 4.18 for a complete list of barriers).

Table 4.18: Type of Barriers to Accessing Health Services

Type of Barriers	Agree	Disagree	Don't know
Time pressures/not enough time	80%	13%	7%
Personal or family responsibilities	66%	25%	9%
Transportation	66%	31%	3%
Own work situation	64%	23%	13%
Employment status	57%	31%	12%
Language barrier	54%	42%	4%
Cultural barriers	51%	41%	8%
Discrimination	46%	43%	11%
Stigma related to mental health	39%	31%	30%

6. Main Sources of Stress: *Financial Situation* emerged as the most common (82%) source of stress to newcomers. Over three quarters (77%) of the respondents reported *Time Pressure* as a factor contributing to their stress. It was followed by *Own Work Situation* (73%) and *Education* (70%) (see Table 4.19 for a complete list of factors contributing to stress to newcomers).

Table 4.19: Main Sources of Stress

Factors Contributing to Stress	Agree	Disagree	Don't know
Financial situation	82%	14%	4%
Time pressures/not enough time	77%	17%	6%
Own work situation	73%	18%	8%
Education (e.g., upgrading credentials)	70%	21%	9%
Own mental health problem	60%	35%	5%
Climate	56%	37%	7%
Own physical health problem	50%	44%	5%

Service Providers:

1. Health Status of Newcomers: A large percentage of service providers claimed that newcomers' physical health (67%) and mental health (62%) was *Good*. About 16% of the respondents reported newcomers' mental health as *Fair* and a similar proportion (15%) reported newcomers' physical health as *Fair*. A small proportion of service providers responded that newcomers' mental health (6%) and physical health (3%) was *Poor* (see Table 4.20).

Table 4.20: Health Status of Newcomers

	Good	Fair	Poor	Don't know
Physical health	67%	15%	3%	15%
Mental health	62%	16%	6%	16%

2. **Newcomers' Level of Physical Activity:** On the whole (68%) the respondents (68%) thought that newcomers were *Physically Active* compared to about one-tenth (12%) who said that newcomers were *Physically Inactive*. About 20% of the respondents responded *Don't know*.

3. **Newcomers' Interest in Life:** Over three quarters (79%) of the service providers alleged that newcomers were *Happy and Interested in life* compared to only 7% who suggested that newcomers were *Unhappy and Disinterested in life*. About 14% of the respondents responded *Don't know*.

4. **Newcomers' Familiarity with Health Services:** Less than one quarter (15%) of the respondents reported that newcomers were *Familiar* with Mental Health services compared to 45% who reported that newcomers were *Familiar* with Physical Health services. About one half (49%) of the respondents claimed that newcomers were *Not Familiar* with mental health services compared to about one-quarter (27%) who suggested that newcomers were *Not Familiar* with physical health services (see Table 4.21).

Table 4.21: Newcomers Familiarity with Health Services

Health Services	Yes	No	Don't know
Physical health services	45%	27%	29%
Mental health services	15%	49%	36%

5. **Major Barriers that Newcomers Face in Accessing Health (Physical and/or Mental) Services:** About three quarters (77%) of the service providers rated *Unaware of*

Services as the most common barrier to newcomers' ability to access health services. This was followed by a similar percentage suggesting *Language* (75%) and *Financial Situation* (73%) as barriers experienced by newcomers in accessing health services. About half (48%) rated *Do Not Think it is a Priority* as a barrier to newcomers access to health services (see Table 4.22 for a complete list of barriers).

Table 4.22: Major Barriers that Newcomers Face in Accessing Health Services

Type of Barriers	Agree	Disagree	Undecided
Unaware of the services	77%	8%	15%
Language barrier(s)	75%	11%	14%
Financial situation	73%	8%	19%
Time pressures	53%	15%	33%
Family responsibilities	69%	10%	21%
Transportation	67%	12%	21%
Employment status	65%	14%	21%
Own work situation	64%	12%	24%
Stigma of mental health	64%	12%	24%
Cultural barriers	63%	15%	22%
Discrimination	49%	24%	27%
Do not think it's a priority	48%	21%	31%

6. Main Sources of Stress: Largely *Financial Situation* (84%) and *Education* (83%) were rated as the most common sources of stress by service providers. Three quarters of the respondents also agreed newcomers' *Work Situation* contributed to stress followed by *Time Pressure* (63%), and newcomers' *Emotional/Mental Health* (60%) Table 4.23 provides a complete list of factors contributing to newcomers' stress as identified by service providers.

Table 4.23: Main Source of Stress

Factors contributing to Stress	Agree	Disagree	Undecided
Financial situation	84%	4%	12%
Education (e.g., upgrading credentials)	83%	2%	15%
Own work situation	75%	8%	17%
Time pressures	63%	12%	25%
Own mental health problem	60%	15%	24%
Own physical health problem	53%	21%	26%
Climate	51%	21%	28%

Social Support

Newcomers:

1. **Interest in Joining Neighbourhood or Community Groups:** Majority of the newcomers (88%) expressed an interest in joining *Social Groups*. Other community groups were rated by newcomers as follows: *Educational Groups* (83%), *Health Related Groups* (83%) and *Professional or Networking Groups* (76%). *Political Groups* appeared least popular among newcomers yet, slightly more than half (55%) of the newcomers suggesting that they were interested in joining this group. Table 4.24 lists the various community groups and newcomers' level of interest in them.

Table 4.24: Interest in Joining Community Groups

Community Groups	Interested	Not Interested	Don't Know
Social groups	88%	9%	3%
Health related groups	83%	12%	5%
Educational groups	83%	14%	3%
Professional/Networking groups	76%	16%	8%
Political groups	55%	38%	7%

2. Fair Representation of Newcomers in Neighbourhood Groups: In general less than half of the newcomers thought that they were not well represented in the following community groups – *Political Groups* (62%), *Health Related Groups* (60%), *Professional and Networking Groups* (60%), and *Educational Groups* (52%). *Social Groups* was the only group in which just over half (51%) of the newcomers said that they were well represented (see Table 4.25).

Table 4.25: Fair Representation of Newcomers in Community Groups

Community Groups	Yes	No	Don't Know
Social Groups	51%	43%	6%
Educational Groups	45%	52%	3%
Health Related Groups	36%	60%	4%
Professional Groups	32%	60%	8%
Political Groups	30%	62%	8%

3. Have Newcomers' Experienced Discrimination? 40% of the newcomers said *Yes* they had experienced discrimination compared to 41% who stated *No* they did not experience discrimination. Another 19% responded that they *Don't know*.

4. Location of Discrimination: The common places where newcomers' experienced discrimination were: at *Work* (22%), in the *Neighbourhood* (20%), in the general *Community* (16%), in the *Shopping mall* (12%), at *Government offices* (12%), in *School or other Academic Institution* (9%), and at *Social Service Agencies* (7%). Only 2% of the newcomers marked their responses under the "*Other*" category.

5. Newcomers' Knowledge of Community Services: About three-quarters (73%) of the newcomers felt safe in seeking help from the police services; 58% suggested

that know where they should go if they were injured at work; about half (53%) were familiar with legal services and a similar proportion (52%) were familiar with unemployment insurance; 46% of the respondents said that know where to access services if they experienced discrimination at work, and 44% had knowledge of Workplace Hazardous Materials Information System (WHMIS) (see Table 4.26).

Table 4.26: Familiarity With Community Services

Type of Community Service	Agree	Disagree	Do not agree or disagree	Don't Know
I feel safe to go to the police for help	73%	18%	3%	6%
I know what to do if I am injured at work	58%	29%	3%	9%
I know where to go to get legal advice	53%	30%	5%	12%
I am familiar with unemployment insurance	52%	31%	4%	13%
I know where to go for help if I am discriminated at work	46%	39%	4%	10%
I am familiar with WHMIS	44%	34%	6%	16%

6. **Sense of Community:** Slightly over three quarters (77%) of the respondents alleged that they were connected to their ethnic community compared to only 19% the respondents did not feel connected. About 44% of newcomers felt a sense of connection to the larger community compared to about one-half (49%) who did not feel a sense of belonging to the larger community. A very small proportion of the respondents answered that they *Don't know* if they felt connected to their ethnic community or to the larger community (4% and 7% respectively).

7. **In Favour of Multicultural Centre:** The majority of the newcomers (87%) responded that they were *In favour* of a multicultural centre compared to a minute proportion (2%) that was *Against* it. About 9% of the newcomers were *Neither in favour*

nor against a multicultural centre and just 3% marked their responses under the *Other* category.

8. Planning to Move Out of Brantford or the Counties of Brant, Haldimand or Norfolk: More than half (53%) of the respondents were not planning to move out Brantford or the counties of Brant, Haldimand or Norfolk compared to 14% who were planning to move out of their current location of residence. About 18% of the respondents were *Undecided* and 13% responded that they *Don't know*. Just 1% of the respondents marked their answer under the *Other* category.

9. Main Reasons for Newcomers to Leave Brantford or the County of Brant, Haldimand or Norfolk: The top three reasons to leave this area included: *To find better training or employment prospects* (32%), *To be closer to family, friends and ethnic organizations* (20%), and *To avoid discrimination* (12%). Other reasons were rated as follows— *To avoid cultural barriers* (9%); *To find cheaper or better quality housing* (9%); *To have access to health care or better quality health care* (7%); *To find better or safer neighbourhood* (4%), and *To be closer to better schools* (4%). About 4% of the newcomers marked their responses under the *Other* category.

10. Ways To Assist With Newcomer Integration: An overwhelming majority of the respondents *Agreed* that the following factors can help to facilitate newcomer integration: *Assisting newcomers through family issues such as child care and elder care* (96%); *Improving access to Health Care; Recognizing foreign credentials* (94%); *Assisting newcomers to find job in their field of training* (93%); *Assisting with Legal Services* (93%); *Helping newcomers feel welcome* (93%); *Assisting newcomers financially through government grants* (92%); and *Improving language training courses*

(92%). Other modes that host society can use to help newcomers are included in the

Table 4.27.

Table 4.27: Ways to Assist with Newcomer Integration

Ways To Assist With Newcomer Integration	Agree	Disagree	Don't Know
Help newcomers with family issues such as child-care, help with senior members	96%	1%	3%
Improve access to health-care	94%	2%	3%
Recognizing foreign credentials	94%	3%	3%
Assist with legal services	93%	2%	6%
Help newcomers feel more e.g. reduce discrimination	93%	3%	4%
Helping newcomers find jobs in their field of training	93%	5%	2%
Assisting newcomers financially through government grants	92%	4%	4%
Improve language training courses	92%	2%	6%
More culturally competent services	89%	3%	7%
Assisting newcomers to start their own business	88%	4%	8%
More and better collaboration between community agencies	88%	2%	10%
Having specialized programs for women migrant	87%	4%	9%
Encourage greater collaboration between parents and school teachers	87%	2%	11%

Service Providers:

1. **Have Newcomers Experienced Discrimination:** 40% of the service providers claimed that newcomers had experienced discrimination compared to just over one-quarter (26%) who said that newcomers had not experienced discrimination. Approximately 31% of the service providers responded that they *Did Not Know* and just 4% marked their responses under the *Other* category.

2. Location of Discrimination: The common places where newcomers experienced discrimination were: at *Work* (19%), in the general *Community* (19%), in the *Neighbourhood* (17%), in the *Shopping mall* (10%), at *Government offices* (9%), in *School or other Academic Institution* (16%), and at *Social Service Agencies* (9%). Merely 1% of the service providers marked their responses under the *Other* category.

3. Sense of Community: On the whole the bulk (95%) of the service providers *Agreed* that newcomers feel a sense of belonging to their ethnic community compared to just 5% who were *Undecided* on this issue. About half (51%) of the respondents *Agreed* that newcomers feel a sense of belonging to the larger community and a similar proportion (49%) *Disagreed*.

4. Ways to Assist With Newcomer Integration: In general the service providers *Agreed* that the following factors can assist with newcomer integration: *There should be more and better collaboration between community agencies* (92%); *Encourage greater collaboration between parents and teachers* (92%), *Recognizing foreign credentials* (91%), and *Having a greater presentation of newcomers in committees related to issues about immigration* (90%). Other means that host society can use to help newcomers are included in Table 4.28.

Table 4.28: Ways that Host Society Can Help to Facilitate Newcomer Integration

Ways To Assist With Newcomer Integration	Agree	Disagree	Undecided
More and better collaboration between community agencies	92%	8%	10%
Encourage greater collaboration between parents and school teachers	92%	1%	7%
Recognizing foreign credentials	91%	1%	7%
Having greater representation of newcomers in communities associated with immigration	90%	3%	7%
Having specialized programs for women migrant	88%	4%	8%
Creating more jobs	87%	3%	9%
Having more culturally competent services	84%	3%	12%
Having newcomer entrepreneurs settle here	84%	4%	12%
Action-oriented research	80%	1%	18%
The city should take an active role in assisting newcomers settle here	79%	5%	15%
The religious leaders of ethnic groups should take an active role in the community	79%	9%	12%
Political lobbying	72%	6%	22%

5. In Favour of a Multicultural Centre: A large majority (83%) of service providers were *In Favour* of the multicultural centre compared to barely 1% who was *Against* it. Approximately, 15% of the service providers were *Neither in Favour nor Against* a Multicultural Centre.

6. Interested in Helping Newcomers Integrate: Most of the service providers (70%) responded that they were *Interested* in helping newcomers compared to only 8% who were *Not interested*. About 22% of the service providers were *Undecided*.

7. Main Reasons for Newcomers to Leave Brantford or the County of Brant, Haldimand or Norfolk: The top five reasons that service providers thought newcomers would leave this area were: *To be closer to family, friends, and ethnic organisations*

(83%), *To find better work or employment prospects* (81%), *To be closer to work or study* (71%), *To be closer to their place of worship* (66%), and *To find better neighbourhood* (51%) (see Table 4.29).

Table 4.29: Reasons for Newcomers to Relocate to another City/County

Reasons to Leave their Current Area of Residence	Agree	Disagree	Undecided
To be closer to family, friends, and their ethnic organizations	83%	7%	11%
To find work or better employment prospects	81%	9%	10%
To is closer to work or study	71%	13%	15%
To be closer to their temple, or place of worship	66%	12%	23%
Cultural barriers	60%	15%	25%
To have access to health care or better quality health care	58%	23%	20%
To find better neighbourhood	52%	30%	18%
Discrimination	51%	22%	27%
To be closer to better schools	46%	33%	21%
To find cheaper or better quality housing	43%	44%	13%
To find safer neighbourhood	39%	43%	18%

Comparison: Newcomer and Agency Data

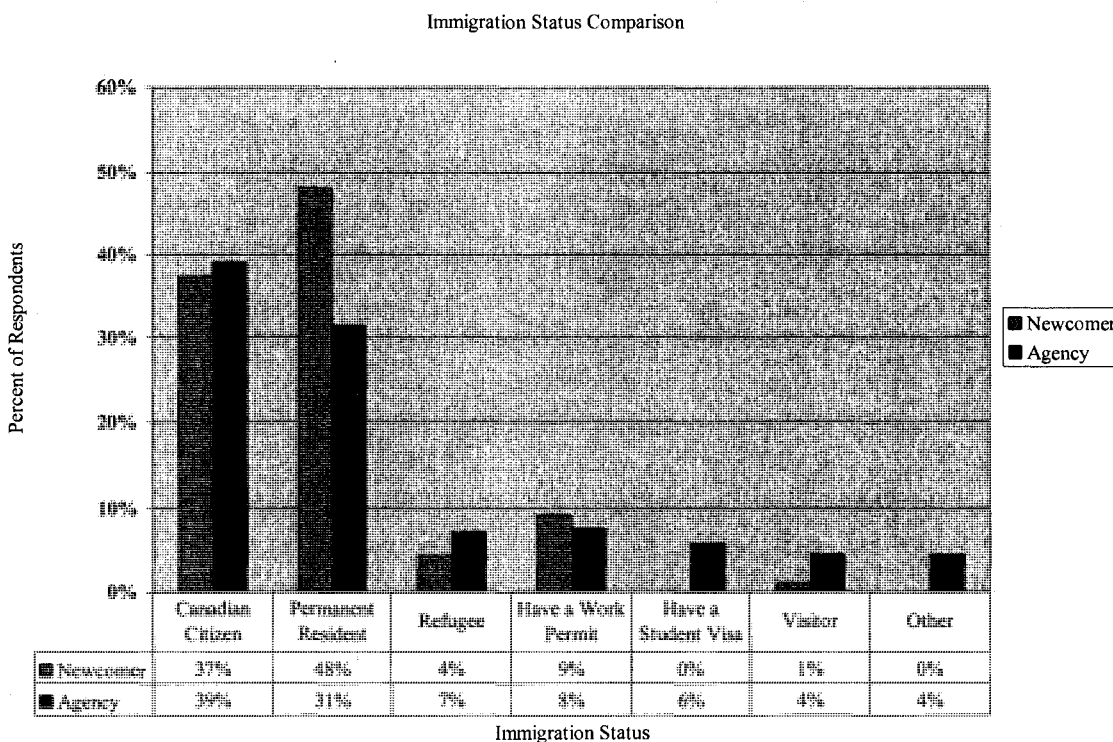
This section compares some of the responses between the newcomers and service providers using data from the previous five segments. These comparisons are depicted in the form of charts.

Demographic Comparison:

1. Immigration Status:

Most of the newcomers in the study sample were either Canadian Citizens or Permanent Residents/Landed Immigrants. Service providers data reveals a higher percentage of *Canadian Citizens* compared to newcomers' data which shows a higher percentage of *Landed Immigrants* (see Graph 1).

Graph 1: Immigration Status Comparison

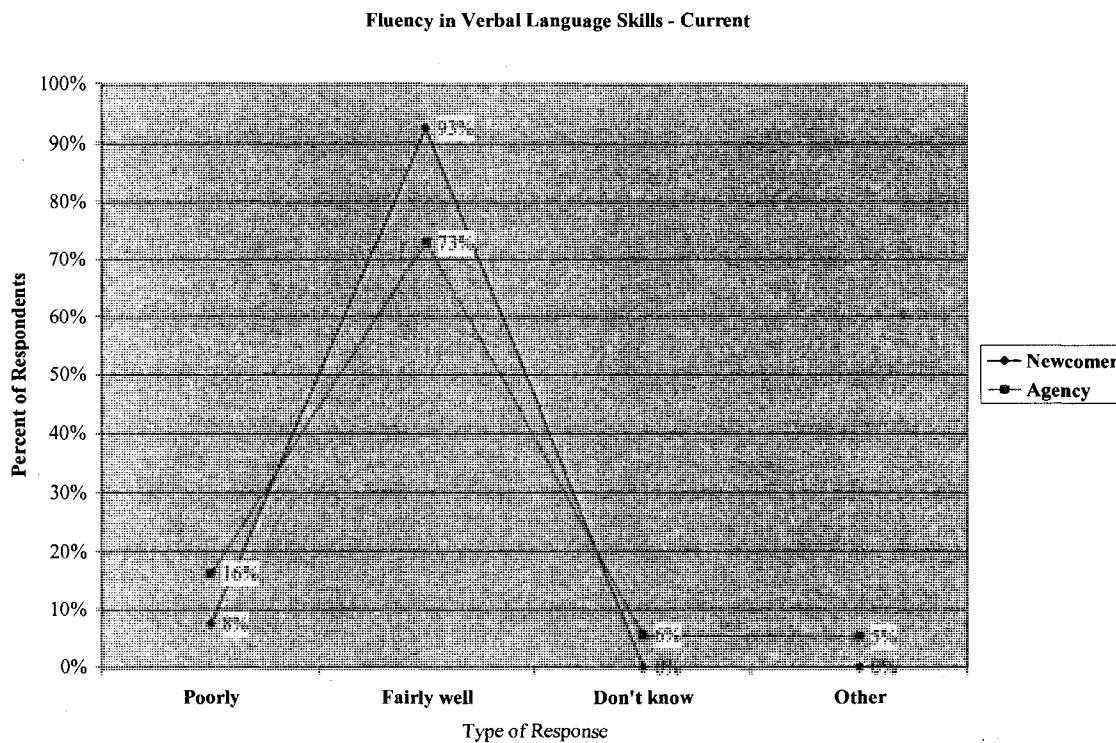


Education and Training Comparison:

1. Fluency in Verbal Language Skills: A high proportion of both the newcomers and service providers agreed that newcomers currently speak English and/or French *Fairly Well*. However a larger percentage of the newcomer sample (93%)

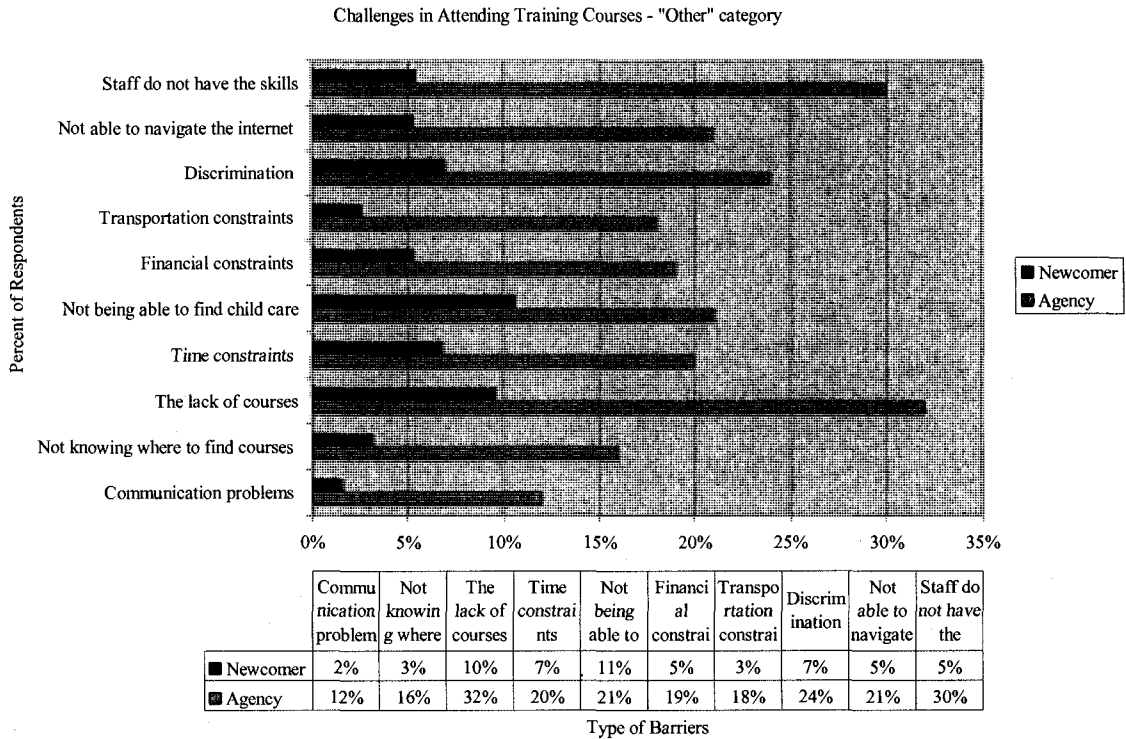
reported that they spoke the language *Fairly Well* compared to service providers (73%) (see Graph 2).

Graph 2: Fluency in Verbal Language Skills



2. Challenges in Attending Training Courses – “Other” Category: There appears to be a significant difference between the newcomers and service providers’ responses in the *Other* response category for almost every barrier identified by the newcomers and service providers (see Graph 3).

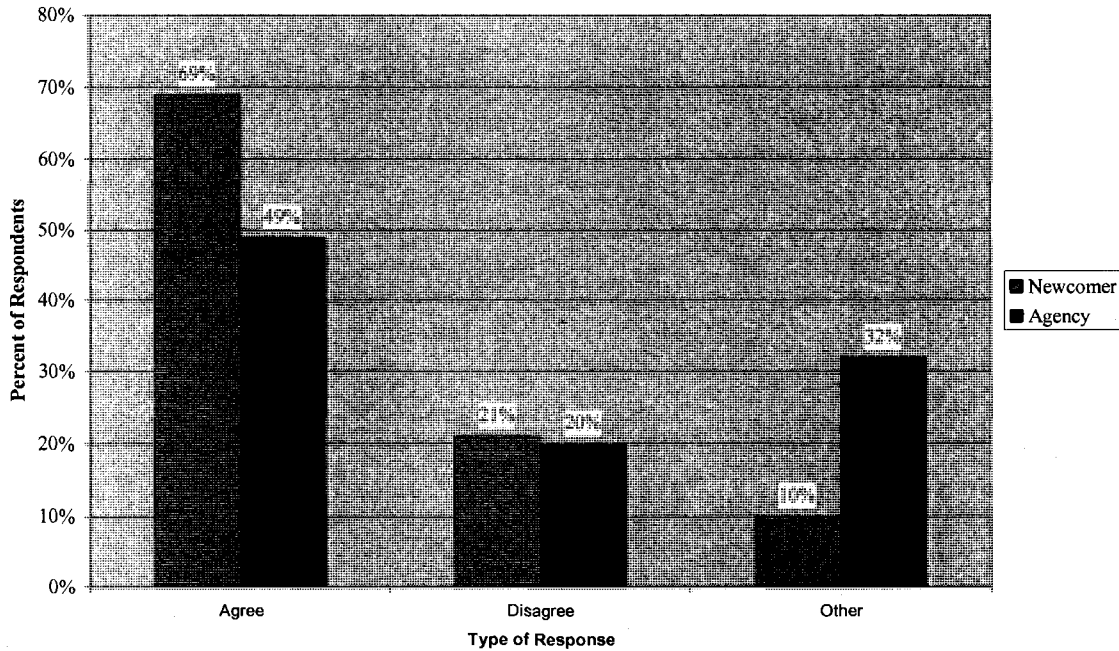
Graph 3: Challenges in Attending Training Courses “Other” Category



3. **Challenges in Attending Training Courses – “Lack of Courses”:** One of the barriers that emerged in regards to the challenges that newcomers experienced in attending training course was *Lack of Courses/Courses Are Full/Waiting List is Too Long*. There appears to be a significant difference in the percentages reported in the *Agree* and *Other* responses between the newcomers and the service providers. In Graph 4 this difference is shown.

Graph 4: Challenges in Attending Training Courses

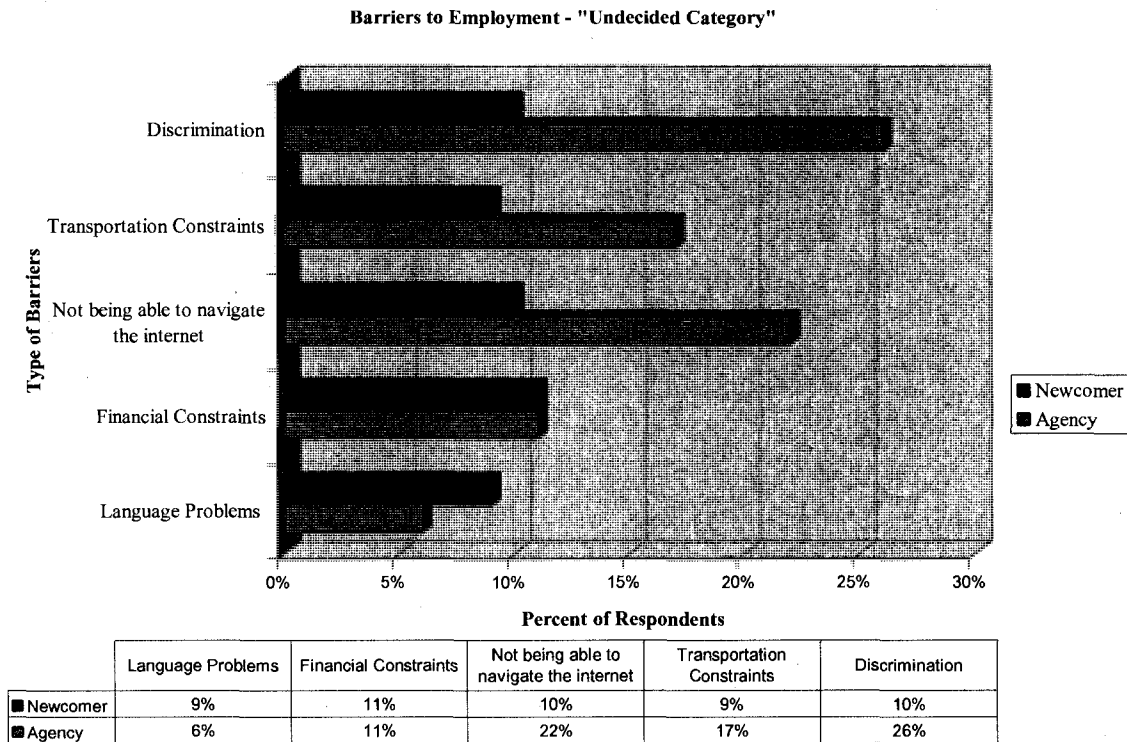
Challenges in Attending Training Courses
The Lack of Courses/Courses Full/Waiting List is Long



Employment:

1. Barriers to Employment – “Undecided Category”: The comparison of the *Undecided Category* reveals that there is a significant difference between the Newcomer and Agency responses in regards to the barriers that newcomers experienced in finding employment. Graph 5 portrays this comparison of the data.

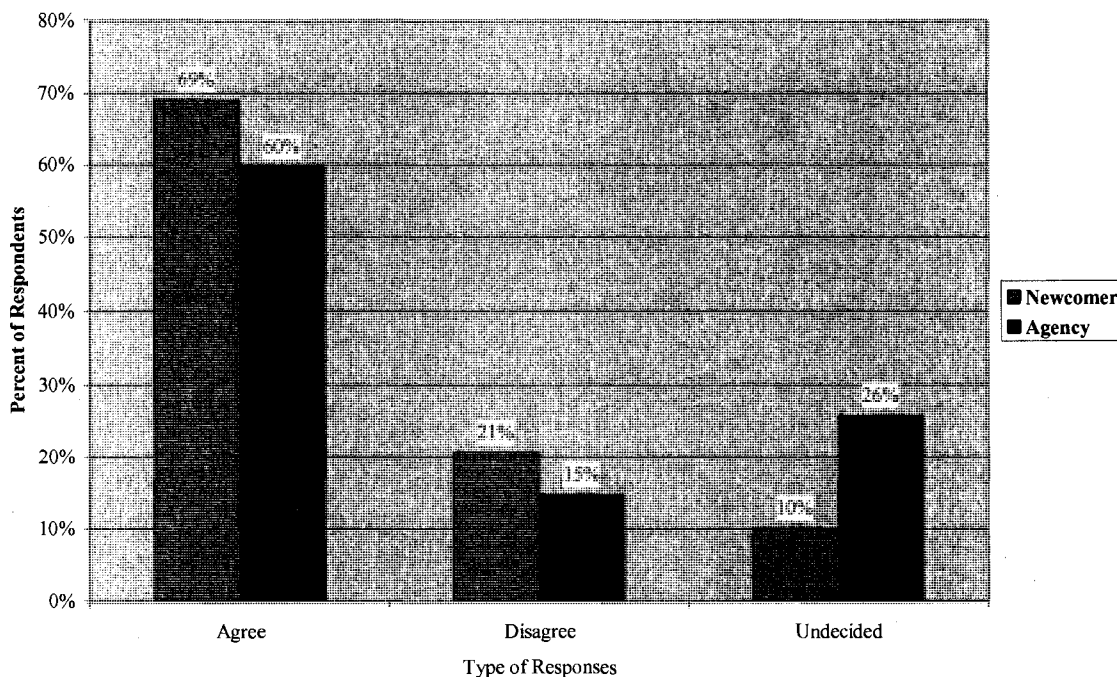
Graph 5: Barriers to Employment - "Undecided Category"



2. Barriers to Employment – “Discrimination”: Although there is some difference in the responses between the service providers and the newcomers in relation to *Discrimination* as a barrier to newcomer integration, on the whole it appears that majority of both the study samples – newcomers and service providers - identified it as a significant barrier. Graph 6 represents this comparison of the data.

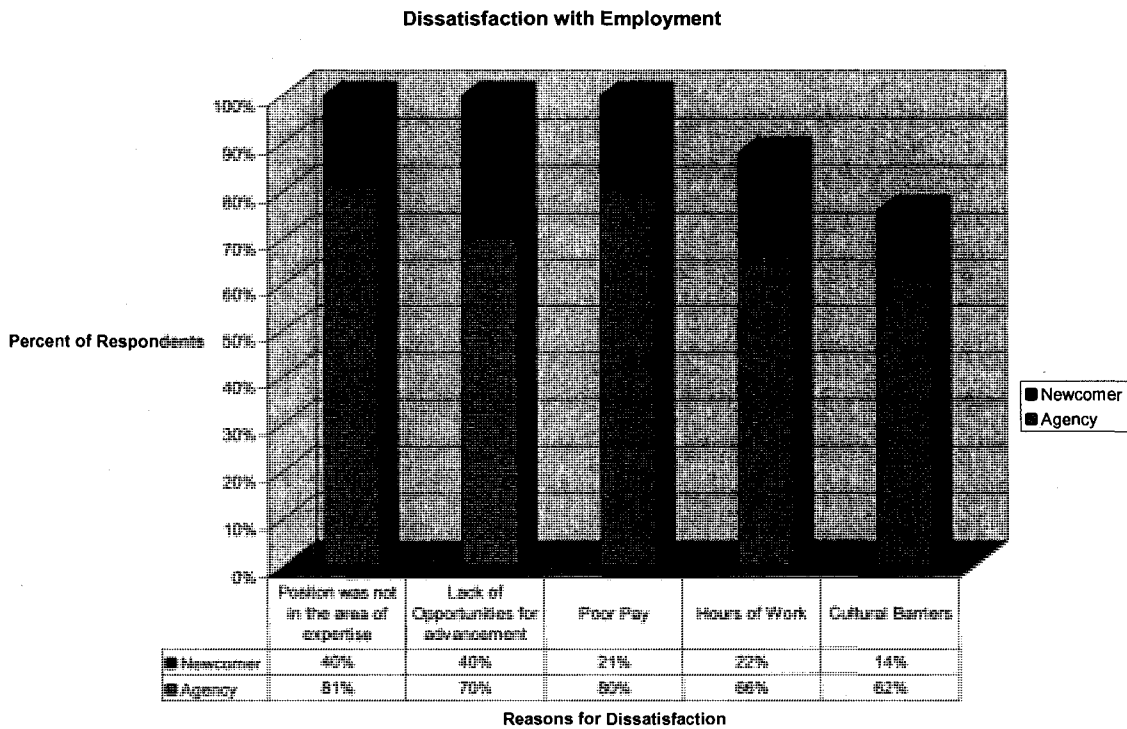
Graph 6: Barriers to Employment "Discrimination"

Barriers to Employment - Discrimination



3. Dissatisfaction with Current Employment: There appears to be a considerable difference between the reasons cited by service providers and newcomers in regards to newcomers' dissatisfaction with employment. The comparison of the data in four areas: *Position was not in the area of expertise, Lack of Opportunities for Advancement, Poor Pay, Hours of Work, and Cultural Barriers* is shown in Graph 7.

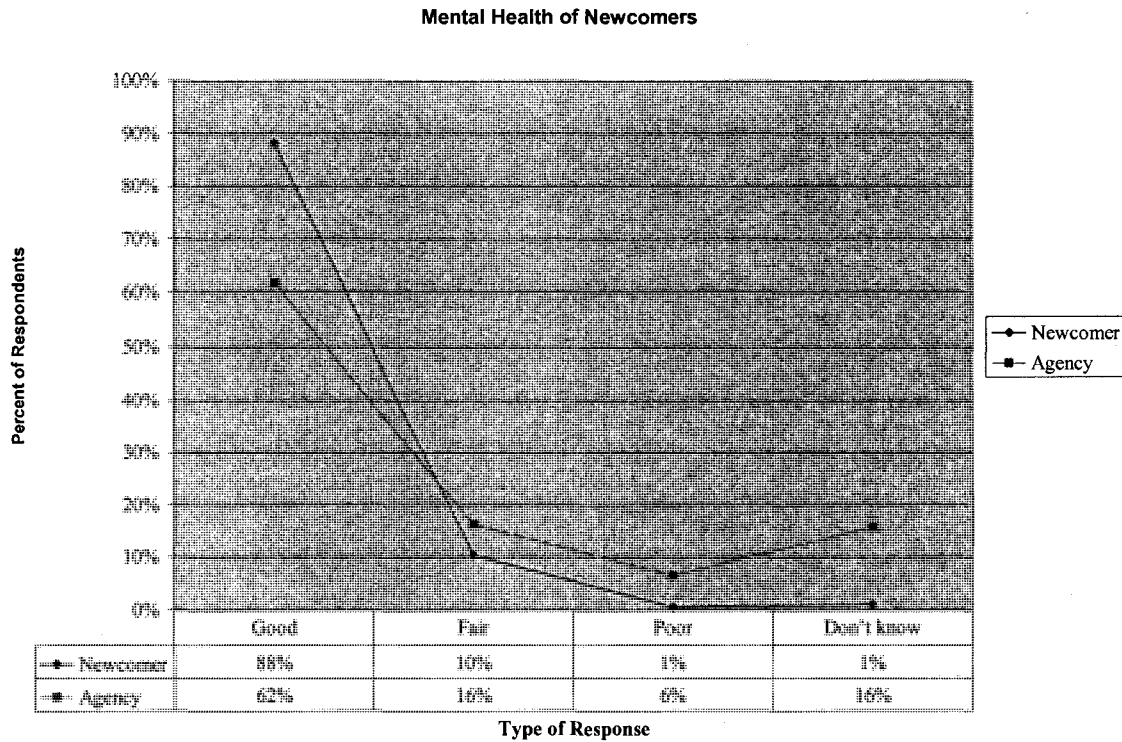
Graph 7: Dissatisfaction With Employment



Health:

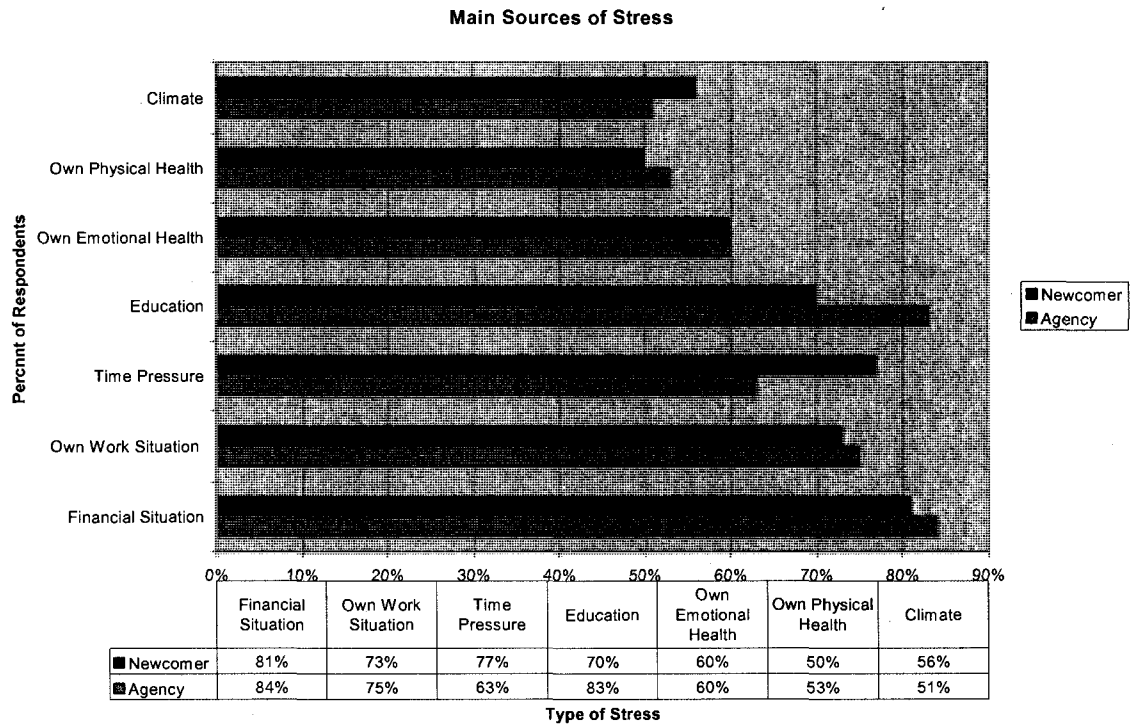
1. **Mental Health of Newcomers:** A striking difference emerged in comparing the newcomer and service provider responses to the newcomers' status of mental health. A large majority (88%) of newcomers alleged that their mental health was *Good* compared to 62% of the service providers. This comparison is illustrated in Graph 8.

Graph 8: Mental Health of Newcomers



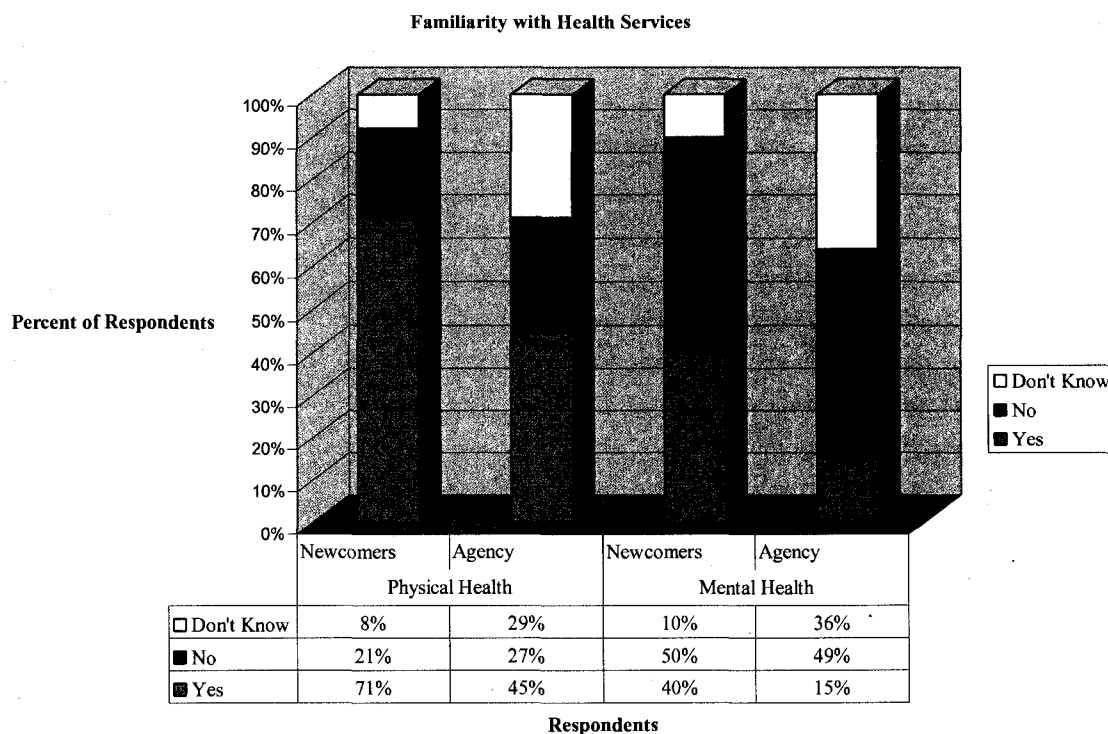
2. Main Sources of Stress: Analysis of this data reveals that both the newcomers and the service providers appear to agree to a large extent on the factors contributing to stress for newcomers. Graph 9 compares the newcomers and service providers' response to: *Climate, Own Physical Health, Own Emotional Health, Education, Time Pressure, Own Work Situation, and Financial Situation* as the causes of stress.

Graph 9: Main Source of Stress



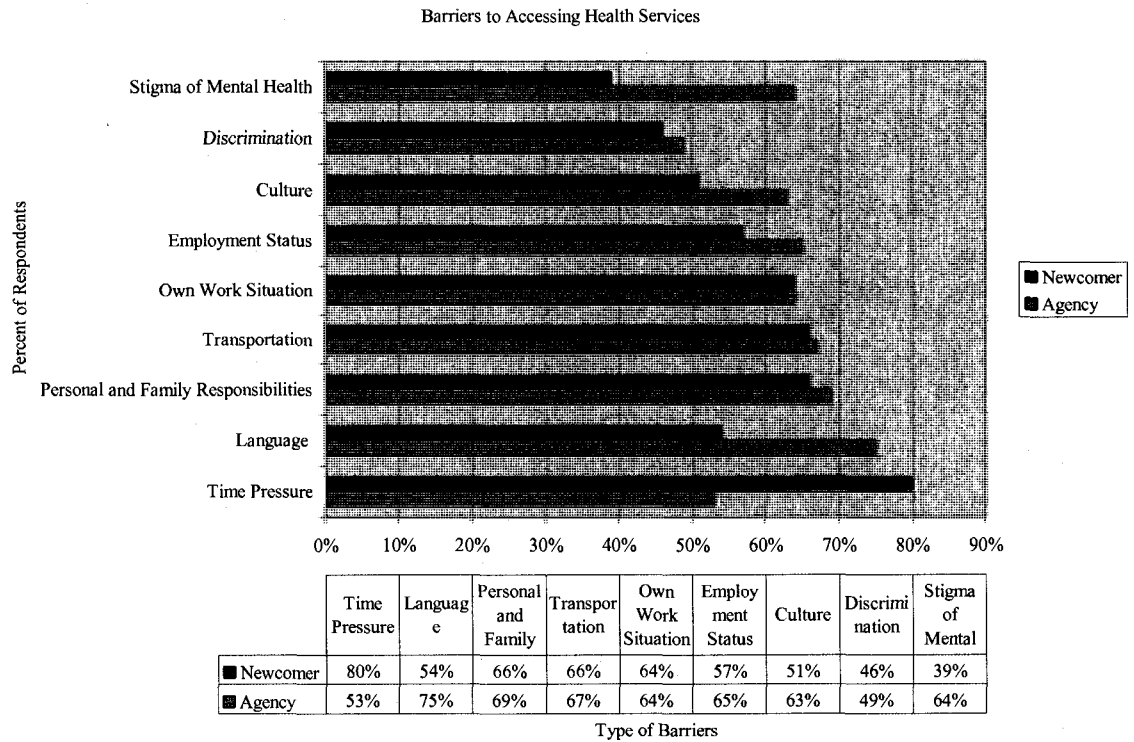
3. Familiarity with Health (Mental and/or Physical) Health Services: The data suggests a notable difference in the *Yes* and *Don't Know* response category between the service providers in relation to newcomers' familiarity with the health services in Brantford and the surrounding areas (see Graph 10).

Graph 10: Familiarity with Health Services



4. Barriers to Accessing Health Services: In Graph 11 the data comparing the service providers and newcomers' responses to the barriers that newcomers face in accessing health services are identified. The two study respondents – service providers and newcomers - seem to be in general agreement in identifying *Personal and Family Responsibilities, Transportation, Own Work Situation, and Discrimination* as barriers. However, there are some differences in the responses in regards to *Employment Status and Culture Barriers*. There is a prominent difference in the responses relating to *Time Pressure, Language, and Stigma of Mental Health*.

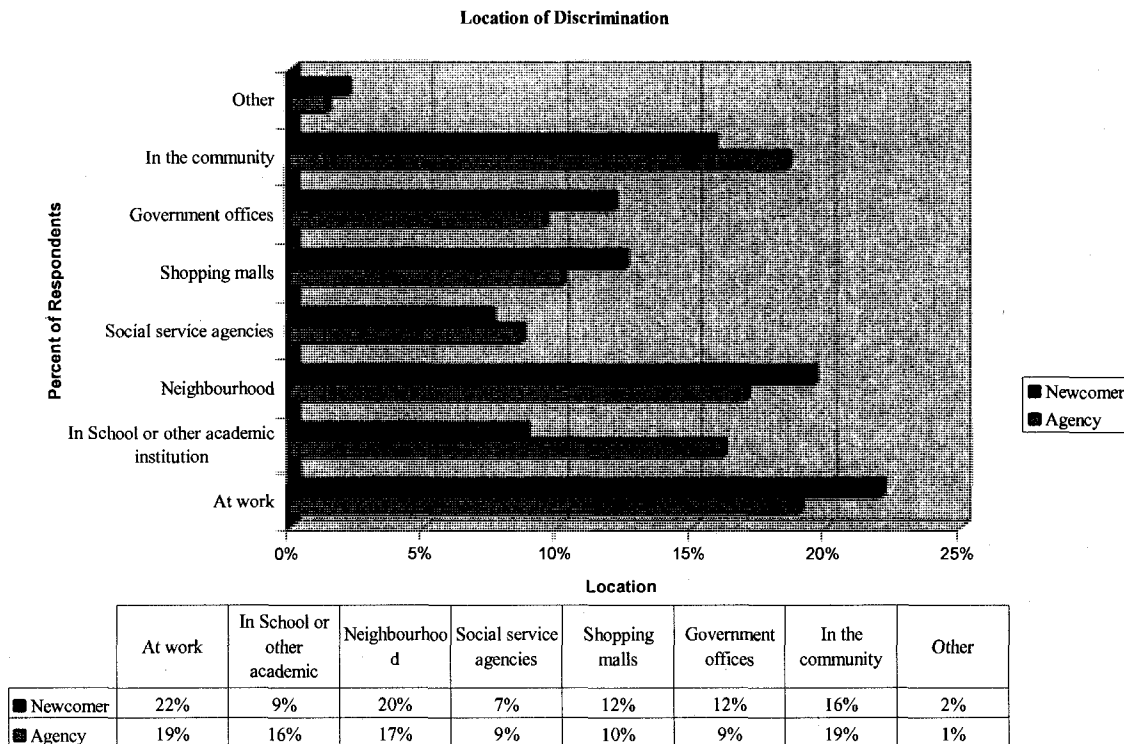
Graph 11: Barriers to Accessing Health Services



Social Support:

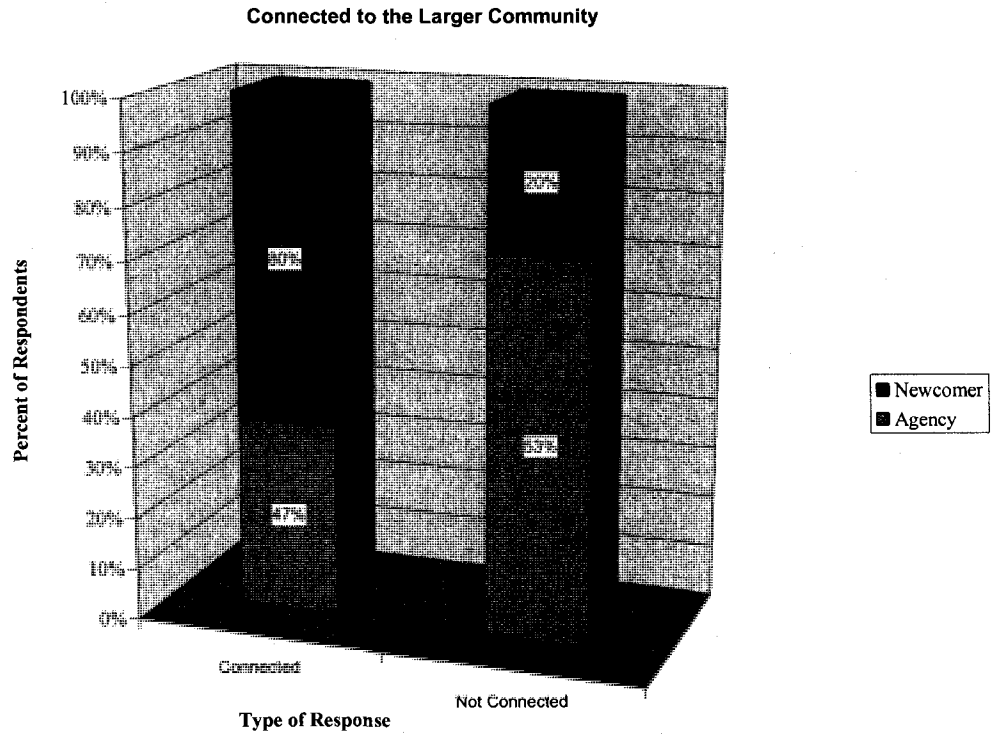
1. Location of Discrimination: Comparison of the service provider and newcomer data suggests a general agreement in the location where newcomers have experienced discrimination (see Graph 12).

Graph 12: Location of Discrimination



2. Connected to the Larger Community: Comparison of this data discloses the discrepancy between the service providers and newcomers' response to newcomers' sense of connection to the larger community. Graph 13 demonstrates this discrepancy – 80% of the newcomers responded that they felt a sense of connection to the larger community compared to 47% of the service providers who reported that newcomers were not connected to the larger community.

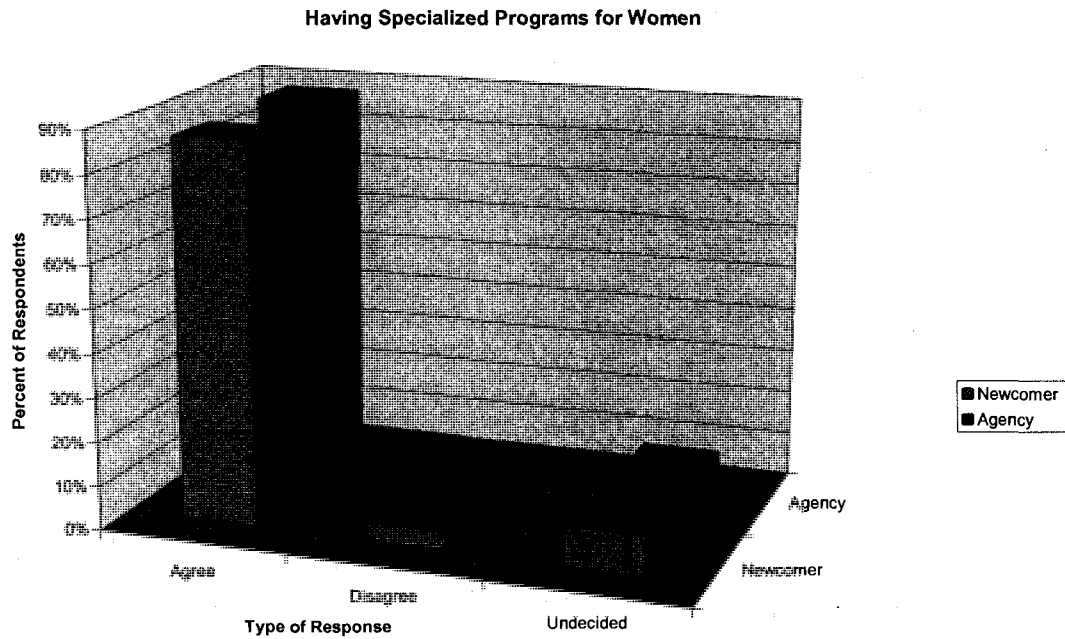
Graph 13: Connected to the Larger Community



3. Ways to Assist With Newcomer Integration – Have Specialized Programs

for Women: This was perhaps the ONLY AREA in the entire study in which there was almost a 100% agreement between the service providers and the newcomers. Graph 14 gives a picture of this almost perfect agreement between the two study respondents as a way to foster newcomer integration.

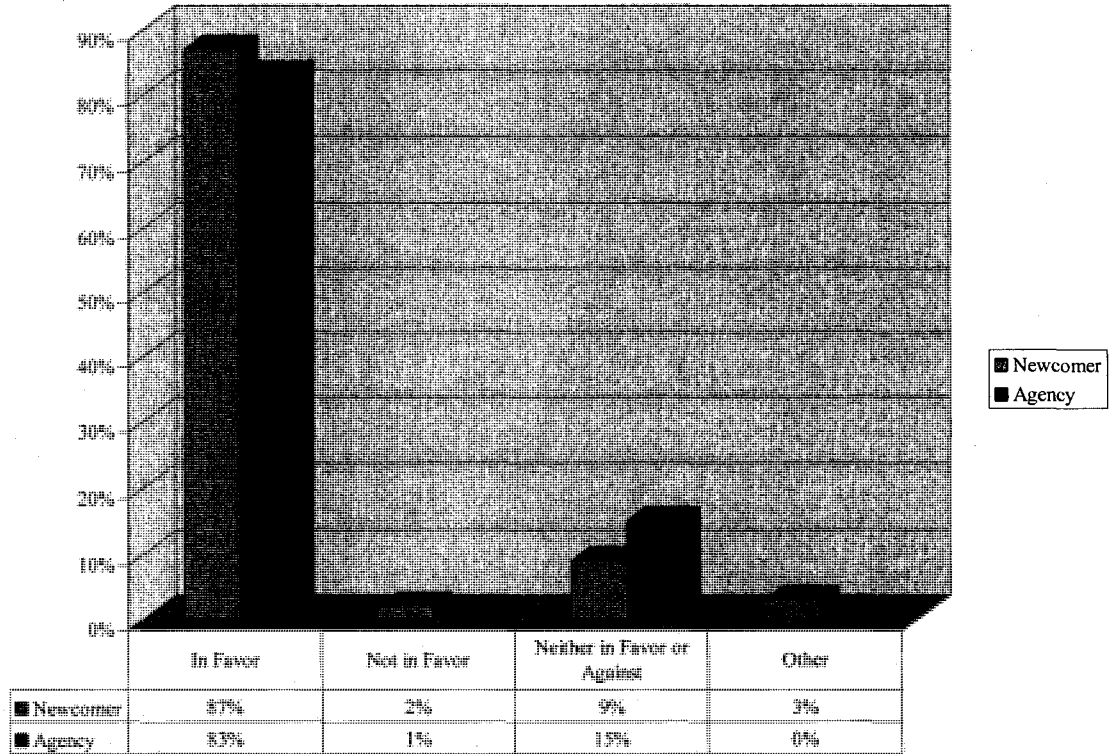
Graph 14: Having Specialized for Women



	Agree	Disagree	Undecided
Newcomer	87%	4%	9%
Agency	88%	4%	8%

4. In Favour of Multicultural Centre: A large proportion on both the service providers (83%) and newcomers (86%) were in favour of the multicultural centre (see Graph 15).

Graph 15: Favour of Multicultural Centre



CHAPTER FIVE: DISCUSSION

The purpose of the survey was to explore the gaps in services to newcomer integration in Brantford and Brant, Haldimand and Norfolk counties. In particular, the aim was to examine these gaps in the five domains - education, training, employment, health, and social support. The major task of this chapter is to synthesize the central components of previous chapters and discuss key findings. Attention is given to issues that are raised in the Results Chapter that are similar to or conflict with the related research in this area.

This chapter also outlines the study's strengths and limitations, and the implications of this study for future research.

Demographics

Changing Face of Brantford and the Tri-counties

In this study Asia or Asian countries emerge as the lead source country of birth of newcomers. This finding is similar to the immigration data from the 2006 Census that the share of recent immigrants from Asia (including Middle East) has increased steadily between 2001 and 2006; Statistics Canada reported that the People's Republic of China and India were the largest source countries of birth for newcomers to Canada (Chui et al., 2007). The local Brantford and the tri-counties data on immigration also support this trend – the report from GETAB suggests that the largest contributor of newcomers (38%) to Brantford and surrounding areas between 2001 and 2006 were Asia and the Middle East (GETAB, 2007).

According to the above findings, even though the Middle Eastern population is continuing to grow, data from both the service providers' and newcomers revealed only a tiny percentage of newcomers from this region (3% and 5% respectively). In examining this profile one of the ISTEP committee members⁹ raised some important questions:

- What other immigrant population that is known anecdotally to be in Brantford and area and was not identified by the service providers?
- Are they specific to a certain ethnic group?
- Are they organization specific - not known to specific agencies?

Although I had taken several steps to encourage the participation of newcomers and achieved an overall high response rate, I wondered if the newcomers from the Middle East found the survey methodology restrictive. In conducting a needs assessment of Arab-American groups, for example, Laffrey, Meleis, Lipson, Solomon, & Omidia (1989) found that a multi-faced approach such as combination of community forums, narratives, survey, and key informant interviews is necessary to identify the needs and the services that are necessary for their integration.

Another possible explanation to the low utilization of services of Middle Eastern population may be located in Ajrouch & Kusow's (2007) analysis of the "identity formation" (p.75). These authors argue that identity formation results from an interaction between individual's race, religion, and social status both in the homeland and host country. Migrant Islamic communities are feeling cultural dissonance in the North American context and are fraught in trying to maintain their ethnic identity (Zine, 2007;

⁹ I engaged with ISTEP committee members (including service providers and newcomers) throughout the research process. I have incorporated their feedback to the survey findings all through the Discussion chapter.

Ajrouch & Kusow, 2007). The events of 9/11 put an intense spotlight on Muslim and Middle Easterners. It is speculated that due to the recent clash between Immigration Minister Jason Kenney and the Canadian Arab Federation¹⁰, the Federation will lose its funding dollars for settlement services (Thompson, 2009). In such a fragile political milieu several heart-wrenching questions take centre stage as the newcomer committee members¹¹ and I discussed the plight of Muslim communities (e.g. Arab Muslims, Middle Eastern Muslims and/or Muslim Canadians) living in Brantford/Brant County.

- How do the media coverage of political events (e.g. war in Iraq, terrorism in India, etc.), newspaper headlines¹² and public discourses impact the lived realities of Muslim newcomers?
- Does it make the location of this population within the civil society exigent?
- How do Muslim youth grapple with their religious affiliations? Such questions seem simple but it is my contention that they are integral in carving the newcomers' identity and they inform his/her integration to the host society. It is useful to examine these thought provoking questions in the context of the recent events that occurred in Brantford – vandalism, property damage, and attack on religious and racial minorities at area high schools (Peace and Diversity Forum, 2008).

¹⁰ Thompson. E. (2009, February 19) "Arabic group could lose funding over insult". Retrieved February 19, 2009, from <http://cnews.canoe.ca/CNEWS/Politics/2009/02/17/8415336-sun.html?cid=ETF>

¹¹ When I refer to the newcomer committee members I am referring to the group that was formed in the beginning of the research as an advisory group to collaborate and provide feedback throughout the research process. The Discussion chapter incorporates their feedback to the survey findings.

¹² See for example, Gavins-Brookes, S. (2009, February 17) "Southern California Muslims Battle Islamophobia in a post 9/11/World". Retrieved February 19, 2009, from <http://www.huffingtonpost.com/news/terrorism>

My discussions with some of the ISTEP committee members on the same theme of Muslim integration had a more political and diplomatic aura compared to the fiery and empathetic discourse with the newcomer committee members. Most of the ISTEP members appeared to be genuinely concerned about the possible backlash on Muslims in this community post 9/11. Yet the more pragmatic members contested that we cannot conclude from a few isolated incidents that there is hostility or discrimination in service provision to this specific population. Some voices in literature have also debated on the location of Arab and Muslim immigrants in the mainstream society. As Li (2003) eloquently writes, “The 9/11 attacks provided grounds for the general public to condone vigilance and suspicion toward certain racial groups” (p.5). Nagel & Staeheli (2004) state, “in the eyes of many in the West, Arab immigrants are associated with global terrorist networks” (p.9). As a Muslim scholar Zine (2007) affirms her participants’ collective experience of racism and Islamophobia, their fear and distrust of service providers and of the mainstream community, and echoes’ Muslim youth’s suppressed feelings of resentment and oppression.

The perceptions of both the committee members – ISTEP and the newcomers are valid. This research does not claim to prove or disprove whether there is tension between the host society and the Muslim population in Brantford and the tri-county area. However, as a community-based researcher it would be unethical for me not to include the reflexive conversations that transpired during my several meetings¹³ with the associates of the Muslim community. Although these individuals are not part of the ISTEP or the newcomer committee, they have once inhabited the shoes of new

¹³ I interviewed several Muslim community members during the process of Scoping (Appendix B) and during the process of data collection.

immigrants and treaded the thorny paths with dreams in their pockets and aspirations to find their place in a new homeland. In voicing my insights during these meetings it is my absolute conviction that their perception is that Brantford/Brant County requires a firm hand to stop the germs of violence that are silently breeding at city street corners. Further, service providers must continue to find creative ways to ensure that the needs of the Muslim community are being culturally and adequately addressed. It is very encouraging that the ISTEP members are open to these uncomfortable dialogues; and service providers are committed to improving the provision of services to newcomers from diverse ethnic populations in an economically unstable environment.

Lesbian, gay, bisexual, transsexual, transgendered, two-spirited, intersexed and queer (LGBTTTIQ) population in Brantford and the tri-counties:

The voice of the LGBTTTIQ community is completely silent in this study. In my efforts to encourage their participation I met with a few self-identified gay men and women prior to data collection. I was introduced to them about 8 years ago as a founder and editor of a newsletter called, *Waves*. Its purpose was to educate people about the LGBTTTIQ life style and culture and draw attention to the hate crimes against this population. Even though the survey was anonymous, the group I met with was non-committal about their participation in this research. In the words of a lesbian woman, “danger continues to lurk around street corners in Brantford targeting the LGBTTTIQ population”. As a previous editor of *Waves* I am aware that in this town people are afraid to express their true identity. Gay entrepreneurs attempting to set up their business are shut down. There is no support for anyone who is not hetero-sexual. However, at the time of *WAVES*’ rising and short-lived popularity in South-Western Ontario a daring reporter did feature a cover

page article highlighting *Waves*' mission and struggles of some gays, lesbians, bisexuals and transgender men and women in the local newspaper. To my knowledge, except for some letters to the editor opposing the article, there were no other major demonstrations in response to that editorial.

Recently the steering committee from the Peace and Diversity forum also tried to encourage the participation of the LGBTTTIQ community and to hear their stories but was unsuccessful. It is important that the voices of the LGBTTTIQ community are heard especially since recently the Immigration and Refugee Protection Act has expanded the family class to allow gay men and lesbians to formally sponsor their partners (Violette, 2004); and research suggests that members of disadvantaged groups (e.g. gays and lesbians, visible minorities, women etc) experience more stressors than members of advantaged groups (Meyer, Schwartz, & Frost, 2008).

Most Newcomers dwell in Brantford/Brant County:

The settlement was disproportionately located in Brantford/Brant County which became home to 89% of the newcomer respondents. This is not surprising because the Brantford-Brant County location provides easy access to major urban areas and international borders. Besides, the Haldimand and Norfolk counties have not been typically a major settlement zone for non-European immigrants. Interestingly though, it was encouraging to see that these counties captured the attention of over a quarter (29%) of service providers. It is possible that these numbers are overrepresented since this survey allowed participation of multiple staff within the agency. Regardless, it is noteworthy as it may imply that service providers in these small towns and rural areas are beginning to show interest in the changing demographics and are being proactive in their efforts to support

the small proportion of the visible minority population that is filtering in their communities. This discussion is important in view of the increasing government interest in the geographic dispersal of immigrants to smaller metropolitan areas, mid-sized towns and rural communities to ease the heavy concentration of immigrants in the large metropolitan areas (Walton- Roberts, 2005).

Influx of the Core-Working Age Immigrants:

In regards to the age distribution of the newcomers in this study, the figures are consistent with the 2008 census data – majority of the recent immigrants were in the prime working-age group of 25-54 years (Chui et al., 2007). As Canada’s slower growth regions continue to seek out young immigrants to boost its population, it is important that communities create strategies to attract and retain these young immigrants to replace the aging workforce (Chui et al., 2007; CIC, 2008). As one of the newcomer committee member powerfully affirmed, “It is not enough to draw immigrants to a particular geographic area. In order to retain these young labour force entrants, communities must be able to provide resources and opportunities for their social and economic integration”.

The sentiment of this individual and other ISTEP members is echoed by Walton-Roberts (2005) who asserts that “Federal government plans to enhance immigrant dispersal cannot succeed in a provincial political context of service retrenchment outside of the metropolitan cores” (p.161). I contend with this author that lack of funds and services in a community impedes newcomer integration.

Paying attention to the changing demographics in a community can shed light on the unique challenges that newcomers bring with them (Simich et al., 2006). If current immigration trends continue it would be crucial for communities to proactively address

the gaps in services for this new wave of newcomers in order to fully utilize the benefits of immigration.

Education and Training

Linguistic Portrait:

Canada is becoming more and more multilingual. Recent evidence suggests that more new immigrants are keeping their mother tongue¹⁴, teaching it to their children, and using non-official languages in the work place (Corbeil & Blaser, 2008). In this study respondents from 45 different countries across the globe claimed 37 diverse languages as their native language. As expected, with the high proportion of newcomers from India and China, some of the most common languages were Chinese and Asian languages (such as Hindi, Punjabi, and Urdu). Thus, the linguistic visage of Brantford and the tri-county is evolving. This finding is consistent with the national trend - the 2008 Census shows a rise in Punjabi, Chinese languages Arabic, and Urdu (Statistics Canada, 2008).

Language Proficiency:

This study found that the majority of newcomers self-reported that they were proficient in English/French and with the passage of time there was a noticeable improvement in their linguistic skills. The service providers' data also supported that the recent immigrants are proficient in English/French. These findings are consistent with the government results. For example Statistics Canada found that 93.6% of the recent immigrants were proficient in either English or French and their use of English or French increased with their stay in Canada (Chui et al., 2007). However, the results in this survey

¹⁴ According to CIC, Mother tongue is defined as the first language a person has learned at home in childhood and still understands at the time of the census (Chui et al., 2007)

differ from those reported by Teo (2007) but were similar to Simich et al. (2006). For example, in the current study, language as a barrier to gaining employment ranked sixth out of eight listed barriers by newcomers and, as has been noted earlier, most newcomers were confident about their language skills. Note, in Teo's (2007) study, language barriers emerged as one of the top three main obstacles hindering the participant's employment. Methodological differences might provide one possible explanation. Teo (2007) used in-depth household interviews. Another explanation contributing to the differing results might be the difference in the study population. In the current study the population of newcomers was diversified, however Teo's (2007) study population consisted exclusively of the newest skilled Chinese Diasporas in Vancouver. Although Simich et al. (2006) incorporated both qualitative and quantitative techniques in their community-based study and a large portion of study participants were Sudanese refugees, these authors found that the majority of her sample (77%) did feel confident communicating in English.

The Power of Communication:

As has been noted above, newcomers and service providers in the current study reported that newcomers are proficient in English/French. Yet, a large percentage of both newcomers and service providers also reported that language was a barrier to newcomers' economic and social integration. This discrepancy perplexed both the ISTEP committee members and the newcomer committee. My personal contention in regards to this discrepancy is that largely it is not the "language skills" rather it is the "invisible cloak of bias" that stands on guard preventing entry due to "alien accent". My rationalization is informed by the rise in the accent-reduction training (ART), seminars, websites, tapes and books in the last decade. Accent reduction classes claim to help individuals who

speak English as a second language to acquire a desired accent (such as British or Australian English) or drop an unfavourable accent (such as Asian or African) (Jordan, 1996; Newman 2002; Creese & Kambere, 2003). Several authors propose that accent may be equated with unintelligence, lack of English fluency, may hamper job opportunities and advancement, and hinder the full participation of immigrants in civil society (Creese & Kambere, 2003; Derwing, 2003; Derwing & Thompson, 2007; Newman, 2002; Sapp, 2000). My contention was largely supported by both newcomer committee members and the ISTEP committee. However, as gently as she could voice her opinion, one ISTEP member said, "I am not saying it is right for employers to discriminate based on accent but some accents are really difficult to comprehend".

Together, as we continued to debate on this discrepancy, a few ISTEP members contested the "accent" explanation and offered other possible explanations. One member suggested that it is possible that newcomers overestimated their language fluency or perhaps their current language skills are not compatible with Canada's labour market. When I explored this explanation with the newcomer committee members they disagreed unanimously. One stated that some Canadians hold a bias towards visible minorities with a foreign accent. Her perception is supported in literature. Authors have found that people hold biases against others whose accent is different from their own (Newman, 2002; Creese & Kambere, 2003; Derwing, 2003). In exploring the social construction of language and accent Creese & Kambere (2003) proclaim that "Accents signify more than 'local'/Canadian and extra-local/'immigrant'; accents embodied by racialized subjects, also shape perceptions of language competency. Thus accents may provide a rationale for (dis)entitlement in employment or full participation in civil society without troubling

liberal discourses of equality” (p. 566). These authors found that although these women’s self-reported narratives suggested that they spoke English fluently, even so it emerged as a perennial problem to their integration in the Canadian labour market. By putting African women at the centre of their analysis Creese & Kambere (2003) delved beyond the surface explanations of communication as a barrier to newcomer integration. The participants in their study were skilled African women who asserted their right to maintain their identity and celebrate their “African” accent. By refusing to work in environments where they were not *heard*, these women paid a heavy consequence of unemployment.

An ISTEP member powerfully ended this discussion by stating, “Yes! Some of my clients have heavy accents. But we as service providers must also learn to listen.”

Education Level:

The newcomers in this study were mostly university educated. This result supports the current discourse in literature that in the knowledge economy recent immigrants are arriving to Canada with higher levels of educational qualification than the previous cohort (CIC, 2005; Chui et al., 2007; Reitz, 2001, Bandari et al., 2006). However the 2009 Trends, Opportunities, and Priority (TOP) report, a publication of GETAB, offers another perspective. The proportion of immigrants in Brantford/Brant County holding an apprenticeship or trades certificate or diploma (12.7% Brant vs. 8.4% Ontario) or other non-university certificate exceed those of Ontario (17.0% Brant vs. 15.3% Ontario). However, the number of university graduates is less than half the number settling in other parts of Ontario (Halyk, 2009). Although Halyk’s (2009) analysis used a different time frame (2001-2006) in comparison to the current study, this time period is not significantly

distant. This suggests that compared to other areas of Ontario, characteristics of immigrants settling in Brantford/Brant County are different. These immigrants are mostly skilled workers attracted to the industry sectors in manufacturing and construction (Halyk, 2009). So, what is the future of this new group of educated labour market entrants in Brantford and the tri-counties? One of the ISTEP members offered a realistic response that has been echoed consistently before:

We must confront the fact that if collectively – policy makers, government officials, and service providers do not create some strategies to retain these newcomers there is a risk that they will move to bigger cities. It will impact the productivity and economics of Brantford.

Training Courses:

In this current study, a large majority of newcomers had *not* attended the training courses (see table 4.1). This finding surprised both the service providers and the newcomers. The overall debate was that it is reasonable to assume that newcomers would be eager and motivated to take training in order to foster their economic and social integration. This data contradicts the results of the Longitudinal Survey of Canada. In their report Statistics Canada indicated that the majority (45%) of the newcomers had already pursued some training after arriving to Canada and 67% were planning to attend training as it was important to their future success (Chui, 2003). In deliberating on this issue an ISTEP member offered a possible explanation:

Perhaps there is a mismatch between the types of training available in this town and what these groups of professional newcomers require.

This argument can be reviewed in the context of the Longitudinal Survey of Canada - the *university-level training* in a Canadian university was the most desired training among recent immigrants even among those with a prior university degree from their homeland (Chui, 2003). So, why aren't newcomers in Brantford/Brant County enrolling in university courses? Some of the experiences of newcomer committee members may shed light on this concern. Most of these individuals have attained at least a university level of education in their home country or hold professional degrees. Yet, they are forced by employers or employment agencies to take a couple of courses at a Canadian university so they can get *Canadian Education*. The newcomers feel (especially the young individuals who arrived in Canada a few months after their graduation in their home country) that it is unfair that they would have to go back to school again. They continue to struggle to find employment that is commensurate with their education. Others face systemic barriers in their efforts to enrol in a training course. Some of the barriers that they identified in their pursuit of a university degree resonate with the results of the current study – financial constraints, education and/or professional accreditation, communication problems, time pressure, and transportation. A newcomer from this committee who recently enrolled at WLU claimed:

It took me a year and a half to navigate the systemic barriers before I was finally admitted to the university. Even though I speak English fluently it took a university professor to advocate on my behalf.

Some of the remarks made by newcomers in the “Other” category of this study validate the opinion of some ISTEP members that there may be an issue with the type of training that is being offered in Brantford/Brant County. For example one participant

wrote: “I need to be able to do my professional licensing through correspondence or online in a lesser time period. Also opportunity for internship or at least better job recognizing the educational qualifications, experience and skills ... do get some recognition and justice.”

What is captivating in this response is the use of the word *justice* as it captures multiple layers of social and political constructions that map the “us”/ “other”, and define the “inclusion” /”exclusion” process of membership in society. I contend with Xu & Liaw (2006) that both individual (e.g. age at migration, educational attainment etc.) and structural factors (e.g. inter-group relations, characteristics of the communities etc.) act as barriers to newcomers’ ability for communication and integration.

Employment

Low-Income Status of High Skilled Workers:

In spite of their high educational skills 41% of newcomers were unemployed at the time of the survey and 21% reported no income. These results are supported by the recent trend in the low labour force participation and deteriorating economic situation of newcomers to Canada. For example, Picot et al. (2007) found that the rise in university educated and skilled class immigrants in the 2000 entering cohort did very little to their economic outcomes. Even after factoring in the overall economic situation of the country and comparing the earnings of recent immigrants --with the Canadian population and immigrants who have been in Canada for greater than 10 years or more -- they concluded that there was a rise in low-income status¹⁵ among the 2000 cohorts. The results from

¹⁵ Low-income status is based on 50% of median adult-equivalent adjusted family income. The low-income cut-off is \$13,400 (in 2003 constant dollars), adjusted for family size, or put another way, \$26,800 for a family of four (Picot et al., 2007).

Simich et al.'s (2006) study also suggest that economic hardship is prevalent among recent immigrants. Overall, 85% of the respondents in her study had difficulty finding employment. Bhadari et al. (2006) found that professional immigrant men face a decline in status, standard of living, and earning power in Canada. Teo (2007) noticed that there was a substantial amount of underemployment in his study sample. Schellenberg (2004) reported that recent immigrants are more likely to work for low wages and less likely to be high earners. In the current study 30% reported an income of less than \$19,000 per annum and 21% had no income. Only 1% earned over \$70,000.

Methodological differences or difference among participants may be one possible explanation. However it is noteworthy as it refutes the basic assumption of the *Human Capital Model* that the higher the individual's human capacity/stock (such as education, skills, language fluency, and experience, etc.) the greater the possibility of finding and retaining employment and fuelling Canada's economy (Iredale, 2002; Tang, 2007; Wayland, 2006; Reitz, 2001). The decaying value of immigrant education and skills is very well expressed by the following newcomer response in the "Other" category:

"No matter what the qualifications, somehow we only qualify for restaurant and minimum job. I was even told that I can't get job because I am overqualified for it. But I am never over qualified for other minimum wage jobs."

Although disconcerting, this response does reflect the reality of recent immigrants in the current study – skilled newcomers are struggling in this "knowledge-based" Canadian economy. In relation to the newcomers' current state of affairs it is further unsettling that the majority of the newcomers found it difficult to attend *Employment Training*. A participant from the newcomer committee flared up as the word *overqualified* invaded

our conversation. With tearful eyes she whispered, “Would someone tell me please what this term overqualified *Really* means?” I couldn’t provide an adequate response because there is no simple rationalization to this problem. However, I find Reitz’s (2001) viewpoint very fitting to the possible reasons why qualified newcomers face institutional and systemic impediment in their economic integration. This scholar offers three possible explanations. His *first* explanation is that in the current economy which stresses greater need for education and knowledge-based skills, the disparity between native born and immigrants in the educational attainment and skills level is widening. Other authors also support this finding (Picot et al., 2007; Picot & Sweetman, 2005; Statistics Canada, 2008). In reference to this disparity within the Brantford and the tri-counties Halyk (2009) is concerned about the overall low educational skills of the local population. For example 28.5% of the local population did not obtain a high school certificate or equivalent compared to 22.2% of the provincial population. In addition the number of people obtaining a university degree in Brant is almost half the provincial rate. She asserts that as the demand for people with higher education increases this group of newcomers will risk unemployment. Although Halyk (2009) did not do a comparative analysis of the educational skills/rate of employment between the native born and immigrant, this data is worth mentioning in reference to the higher educational attainment of recent immigrants in this area.

In Reitz’s (2001) *second* explanation we may discover the answer to the unuttered question –why are newcomers with higher educational skills than the natives (Canadian born) falling behind in the new environment? He suggests that it is due to the devaluation of newcomer educational credentials and deskilling of professional qualifications. His

argument is supported by several scholars. For example the participants in Bhandari et al. (2006) reported that Canadian employers regarded their work experience in the home country as worthless. In Teo's (2007) study the demand for local work experience ranked as one of the three key barriers to seeking employment. The results of the current newcomer survey suggest that *Lack of Education Accreditation or Foreign Credentials* such as degrees or diplomas hindered their opportunities for employment and/or promotion. Newcomers also identified *Lack of Canadian Experience* as a significant barrier to gaining employment. One participant's response in the "Other" category of the newcomer questionnaire also resonates with the above arguments. The participant wrote, "For professionals and PhD's it is very difficult to find employment according to our qualifications and education." Further, a newcomer committee member stated, "It seems paradoxical that newcomers cannot find a job because we do not have Canadian work experience. But if we cannot gain employment, how would we get Canadian work experience?"

Reitz (2001) states, "The immigrant/native born difference in the value of skills means that when immigrant skills in a formal sense keep pace with those of the native born, or even when they increase more rapidly then the net impact is loss (p.597)."

In colloquial speech my literal translation of (Reitz, 2001) perspective is that *A newcomer is doomed if they are skilled and they are doomed if they are not skilled.*

The third reason that Reitz (2001) offers to explain reduced earning of recent immigrants is that due to the increasing disparity in skills between the native born/immigrant, employers are now "making a great distinction between the skills of the native born and those of immigrants" (p.597). In other words, not only are employers

discounting skills, the discounting in recent years has substantially increased. According to Reitz (2001) these three explanations for the downward trend in immigration earning apply homogenously to all recent immigrants regardless of the country of origin: Europeans, Asian, Oriental, Middle Eastern etc. However, he then suggests that the lack of Canadian experience, unrecognizing of educational credentials, lack of faith over degrees earned elsewhere may be smeared with “racial or ethnic stereotyping” or “discrimination”. Reitz (2001) also found that unavailability of references was a barrier to newcomers’ economic integration. Although in the current study the newcomer survey questionnaire did not list *inability to get references* as one of the barriers, newcomers and members of the ISTEP committee vocalized it as a handicap to gaining employment in the “Other” category.

According to some of ISTEP committee members, the major justification for the high unemployment rate of immigrants is due to the mismatch of available jobs vs. the educational and professional skills of newcomers. For example the 2009 *TOP* report suggests that in Brantford and/or the tri-counties the two core industries - agricultural and manufacturing - are experiencing significant job losses. Most of the gaps are in the training, education, and support services needed to support industry-based workforce development (Halyk, 2009). Although a majority of the newcomers in this survey have a university degree, it may not be in the area where there is a demand for that particular skill. For example a newcomer with engineering in mining would not be able to find employment in this area. This is a very valid reasoning as employment opportunities do dictate where immigrants will settle. So, a question that hovers over most of the ISTEP committee members and in the newcomer’s mind is, “what is the future of the educated

immigrant newcomers in Brantford/Brant County?” an area saturated with low educational attainment of the local population and higher education skills of recent immigrants? The impact on immigrants may depend on the educational requirements in the occupational sector in which immigrants are concentrated and their competition (new entrants to the work force or experienced workers) (Reitz, 2001).

Volunteering:

In this study volunteering has been suggested by service providers as one possible route for newcomers to learn about Canadian work ethics, laws, network with other people, develop skills and gain experience. This study results support that volunteering is useful to newcomer integration. However, I argue that in the context of newcomer unemployment or underemployment it is not merely volunteering that is necessary. There should be collaborative effort between community agencies to provide volunteering opportunities in the newcomer’s areas of expertise, profession, and interest. For example, how helpful would it be for an engineer to volunteer as a receptionist? It could be argued that the experience will assist the individual in practicing English or French and in networking. But, in terms of economic integration the individual requires quality experience in areas that would be most beneficial to them.

Debating the Difference between Newcomer and Service Provider Responses:

A larger proportion of service providers as compared to newcomers were *Undecided* on the factors that hinder employment opportunities for newcomers (see graph 4.5). It is especially noteworthy as the majority of the service providers in this study were from employment agencies. However, as this issue was debated the ISTEP members, offered

some possible explanations for the high responses of service providers in this category: location of the service provider (manager vs. front line staff; financial agent vs. health care provider); in the current economic crisis the lines between issues of immigrant vs. natives are blurred; and there was no option in the survey question to choose mismatch of jobs vs. skills which is perceived as a significant barrier in employment.

In addition to the other barriers that newcomers face in settlement as discussed earlier coupled with non-recognition of education and/or skills, it is not surprising that majority of the newcomers in this study were not working a field of their expertise, education and training. And a very minute proportion (8%) held management positions. This finding reflects the findings of Teo (2007) and Bhandari et al. (2006). These authors found that non-recognition of foreign education hampered the newcomer's employment opportunities. Teo (2007) found that none of the participants who occupied a senior management position in his study held similar position in Canada. Further, most females who held competitive jobs in their country of origin became housewives after immigrating to Canada. Hence it cannot be assumed that immigrants always migrate from an oppressed environment to a non-oppressive environment, from a rural to an urban area or to escape poverty in their country of origin.

Health

It is well documented that immigrants and refugees face pre-migration (trauma, war etc.) and/or post-migratory stress (language difficulties, lack of social support, racism, etc). Evidence suggests that unemployment coupled with these factors impacts immigrants mental health and can place them at a risk for depression (Beiser & Hou, 2006; Teo, 2007; Government of Canada, 2006; Noh, Hyman, & Fenta, 2001). In this

study a large proportion of newcomers were unemployed. Yet they self-accessed their physical and mental health as *Good*.

Healthy Immigrant Effect Model:

One explanation to this contradiction may be offered by the controversial *healthy immigrant effect* model that suggests that recent immigrants particularly from non-European and non-traditional source countries enjoy better health than those who are born in Canada but their healthy status deteriorates with the span of time. It is assumed that this effect results from two processes: a *self selection* process that allows immigrants who are healthy and motivated to move to another country and the *immigration process* that selects the individuals who are most suitable and likely to economically and socially integrate in Canada (Hyman, 2001). The newcomers in the current study were individuals who have been in Canada for five years or less, so it wouldn't have been that long ago when they would have undergone a pre-entry screening *immigration process* that ensures that immigrants are healthy and productive before arriving to Canada (Government of Canada, 2006). Most of the participants were from *Asia or Asian countries* with a low reported rate of depression (Government of Canada, 2006). Further, a majority of newcomers are young adults who are in the core working age (*self-selection process*). Although the results of the survey on the surface appear to support the *healthy immigrant effect* a longitudinal empirical work would be more appropriate to confirm or discount the existence of this model.

Are Newcomers Healthy?

One cannot draw an overarching conclusion that all immigrants and refugees enjoy good health from the responses of newcomers in this study or state with ultimate confidence

that the newcomers in this study are not at a risk of mental illness. For example, although the quantitative responses suggest that newcomers' mental health is *Good*, the qualitative text in the "Other" category sketches a different picture. An underlying theme of sadness, loneliness, failure, and experiencing hardships is intertwined in the following responses of newcomers to question 28 in the survey questionnaire exploring if they were happy and interested in life:

- Not happy as no job, little friends, husband work in difficult job.
- Feel depressed in this country as I feel I have failed.
- I am trying to stay happy but it is hard.
- I want to leave job.
- If I would get a good job then I will be happy and interested in life.

A smaller proportion of service providers reported newcomers' mental health as *Good* as compared to the newcomers and over one-tenth of the service providers indicated that they did not know (see Graph 4.8). The discrepancy between the newcomers' and service providers' responses may be reflected in the usage of dialects and/or in the difference in perception regarding what constitutes "poor health" between the two study respondents. Immigrants may describe mental health using somatic terms, their current situation or may need probing to discuss their health status (Simich et al. 2006; Noh et al., 2001). In the above qualitative responses it is clear that newcomers link job difficulties with mental health. Maiter, Simich, Jacobson, & Wise (2008) provide further clarity on this subject: "The concept 'mental illness' does not exist in their language in the same way, and the words may connote a range of symptoms or disorders from depression to severe mental illness."(p.313). This may explain why the newcomers self-reported their mental health

as *Good* but when questioned if their mental health was a source of stress to them a high proportion agreed (see Table 4.19).

I contend with the members of the ISTEP committee that the other explanation may be due the differing cultural beliefs between the two study participants (newcomers and the service providers). Noh et al. (2001) emphasize that the stigma associated with mental health can discourage newcomers to admit that there is a health concern; it can also influence their decision to seek help and the type of help sought. In this context it is intriguing that my discussions with the service providers (mainly Canadians) on this topic were unfettered. However this topic did not fuel much dialogue with the newcomer committee members (non-European) which may further confirm cultural differences in regards to concerns of mental health.

If the *healthy immigrant effect* exists, taking into account some of the findings in this study - structural barriers such as communication problems, low income level, discrimination, and unemployment – coupled with gender, age, pre-migratory stress or personal vulnerability, rings alarm bells. All these factors increase the risk of a mental illness (Government of Canada, 2006; Noh et al., 2001).

Barriers to Accessing Health Services:

It is not surprising that newcomers identified *Time Pressure* as the most common barrier to accessing health services. The response in the “Other” category suggests that newcomers were employed in more than one job to make ends meet. Some members of the newcomer committee also hold two part-time jobs. In addition, since transportation emerged as a significant barrier in this study, taking a public transport would not be very convenient if newcomers had very busy schedules – working, volunteering, taking care of

children, etc. And that would add more stress to their hectic lives. Further, it has been argued earlier that barriers to communication and language would further hinder their access to health care services. It is crucial that service providers make efforts to understand the immigrant's perception of mental health, trauma associated with pre-migration, migration, and settlement experiences, cultural beliefs and help-seeking behaviours to provide adequate and pertinent services that reduce the health risks and maintain long-term viability (Fung & Wong, 2007; Ogilvie, Burgess-Pinto, & Caufield, 2008; Wayland, 2006; Zhang et al., 2005; Zuzunegui et al., 2006).

Social Support

Immigrants move to another country leaving behind their friends, extended family, and places filled with memories. Rebuilding a life in a new country requires provision of basic services (such as housing, food, employment etc.) and opportunities for social connections to both the host society and one's ethnic community.

Membership in Community Groups:

Given that the recent immigrants were university educated, skilled, and professional it would be reasonable to expect that it would be easy for them to establish links with community groups. On the contrary, although most newcomers expressed an interest in joining *Community* or *Neighbourhood* groups (see Table 4.24), they felt that they were not well represented in these groups (see Table 4.25). The largest representation of newcomers was seen in Social Groups which may reinforce that as a society we need to go beyond equating cultural diversity or multiculturalism with food, festivals, and music.

Extending Multiculturalism beyond Cultural Events:

Language is a powerful tool of communication, meaning-making, socialization and it allows for transmission of cultural values from one generation to another (Kalbach & Kalbach, 2007; Saleebey, 2001). From our earlier discussions it is clear that newcomers face communication and language barriers in successful integration. Perhaps these barriers stifle their efforts to find their niche in community groups that interest them. Several ISTEP members agreed that it is very likely that newcomers are underrepresented in these groups due to reasons cited in previous discussions – work load, stress of unemployment, transportation barriers, time pressure, etc. I agree that it is one possible explanation. I also argue that the reason goes much deeper; if all these barriers were impeding their representation in groups there would also be an under representation of newcomers in social groups. It could, however, be easily argued that social events due to their colourful texture of music, laughter, and fun are more appealing to newcomers.

In the past few years Brantford/Brant County has basked in the warmth of multicultural events. The goal of these events has been to give people in the community opportunity to connect with each other, create awareness of different cultures through delicious and diverse cuisine, exotic music, and fabulous outfits. “Community building is about putting people together in such a way that they can create new conversations, new alliances, and new possibilities” (Farmer 2005, p.1). As beneficial as these social events may be in helping to reduce the perception of “us” and “them” I argue that it is crucial to extend the intercultural dialogue beyond social events. “The intercultural dialogue is a paradigm shift from the current practices on multiculturalism...it should focus on practical goals that transcend all cultures and should address issues such as

health, economics security, our children....”(Kunz & Sykes, 2007, p.12). It is important that the stakeholders in this community extend their multicultural diversity lens and make a conscious effort to foster the full participation of newcomers in areas such as education, employment, health, poverty issues, and political debates. Indeed these issues impact the social integration of newcomers to the host society. It is my contention that social integration cannot happen without meaningful involvement. To actively engage with the community in a meaningful manner people must have knowledge of and access to services, programs, and other supports in the all spheres of the civil society.

Perhaps the most recent initiative by the City of Brantford, *Newcomer Connections*, an internet portal, will assist with dissemination of information to immigrants but that requires them to be proficient in technology. That may be difficult since over half of the newcomers reported that they had difficulty navigating the internet (see table 4.5). In a technological era illiteracy in information systems may further perpetuate the exclusion of newcomers. Caidi & Allard (2005) echoed this sentiment, “The ability to navigate various information institutions may indeed contribute to social inclusion of newcomers” (p.319). These authors recommend that Settlement Services must work with community libraries to facilitate access of information to newcomers. The recent program, *The Conversation Café*, at the Brantford Public Library has met with some success. However, consistent with the findings of this survey transportation and child care continue to create barriers for newcomers to access those services¹⁶.

¹⁶ This information was obtained through discussions at ISTEP meetings with service providers.

Sense of Connection to the Community:

Social networks (such as adequate size, density, strength of ties etc.) are important to foster newcomer integration; these networks evolve over time (Caidi & Allard, 2005). Taking Caidi & Allard's (2005) argument a bit further, it should be expected that these networks would grow in quantity and evolve in quality through social interactions, networking, volunteering, participation in community events and other such interaction. In this study, less than half (44%) of the newcomers reported feeling connected to the larger community; whereas 51% of the service providers perceived that newcomers feel a sense of connection to the larger community. This is perturbing; as evidence supports that lack of social support (such as friends, family, ethnic community etc.) is a predictor of mental health (Simich et al., 2006). As a result this issue warrants attention. Other empirical work suggest that it is important for new immigrants to connect with members of the larger community as it is through these interactions that they learn about the host society's culture, custom, value system, policies and gather other information that fosters their integration process (Fong & Ooka, 2006). Glazer (2006) asserts the importance of taking culture into context when offering social support to members of diverse immigrant groups.

It is truly remarkable the efforts that ISTEP members and the larger community have taken in the last few years to provide a social network to immigrants. This data suggest that the community must continue to provide newcomers opportunities for information exchange and social exchange.

Feeling at Home:

It is encouraging to note that most of the newcomers in this study felt connected to their ethnic community. It may be the outcome of the relentless efforts of the immigrant elders in this community to create space of worship, celebration and spirituality where people can gather and perform cultural rituals and ceremonies. This is “their” little space in a Canadian homeland. For example, every Friday men, women, children and youth from the Muslim community come together in the “holy mosque¹⁷” to dialogue, heal, consult, and mingle. Members of the larger community are also invited to partake in the festivities after the prayer. The Sikh community meets in the “gurudwara¹⁸”, where women cook together, sing praises, and then the community dines after the prayer ceremony. The immigrant community from India does not yet have a “temple¹⁹” but have begun to commune in community halls on religious occasions.

Kalbach & Kalbach’s (2007) work on ethnic connectedness found that there is greater ethnic commitment, retention of ethnic language, and fewer chances of weakening of ethnic connectedness when individuals identify with a more traditional ethnic church. Recent work by Long & Perkins (2007) suggests that when community members share their minority identity as a shared burden or elevated identity they are more likely to feel a sense of community. Auxiliary, given the under-utilization of mental health services among immigrants (Noh et al., 2001; Hyman, 2001) it is my contention that such connection with the ethnic community is integral for emotional support and guidance.

¹⁷ Mosque – place of worship for the Muslims

¹⁸ Gurudwara – place of worship for the Sikh community

¹⁹ Temple – place of worship of various sects of Hindu communities from India

Discrimination:

The recent data from Brantford Police Services suggests that there has been a 50% increase in hate “incidents” in Brantford (Peace and Diversity, 2008). In response to these hideous events in the community the Immigrant Settlement Services of YMCA hosted a Peace and Diversity community forum in Brantford on Hate Crimes. The theme of the forum was “*How would it feel to live without hate?*” attracting immigrants, newcomers, service providers, professionals, and members of the mainstream population (Peace and Diversity Forum, 2007). I was an active volunteer and participant of this forum and continue to engage in the Peace and Diversity Circle that was created in response to the forum. As part of the forum several focus groups were conducted by volunteers and members of the Peace and Diversity steering committee. Participants engaged in a heated debate argued whether “hate crimes” or “hate incidents” are occurring in this community. Some participants restricted the definition of “hate crimes” to events such as the “holocaust”. Of course there were the pragmatic ones that insisted on collecting supporting data and numbers to prove that these events are even occurring in Brantford.

Although this study cannot prove that the face of “hate crimes” or “discrimination” has penetrated into the walls of this city, it is my contention that the data in the current study reflect some of the current “hostility” and the “tension” in the community. I confess that it is possible that this interpretation is influenced by my own bias. However, in this current study, discrimination was identified by newcomers and service providers in every domain of investigation – education, employment, health, and social integration. Further, in examining the data from the “Other” category, one of the service providers

responding to the survey question 31 (see Appendix G) wrote, “I feel very strong that those who wear turbans... men... discriminate against women of all nationalities and scare women by the way they act towards other people.” This is an example of “stereotyping” and “othering” members of visible minorities. Another service provider wrote: “Ask the newcomers to remember why they chose Canada and if they would feel better at home.”

How one interprets depends on the eye that is doing the interpretation. This response breed’s ignorance of newcomers lived realities. It also reflects the demarcation between a member of the dominant group (the participant) and the “other” (the newcomer). Did newcomers choose Canada to live in poverty?

Both newcomers and service providers’ responses suggest that most of the newcomers experienced discrimination either *at work, in the community or in the neighbourhood*. Noh et al. (2001) also found that *at work*, and in the *general community* was the most common location where their participants experienced discrimination. This finding is disturbing since, as previously noted, discrimination has serious implications and is a predictor of mental distress (Noh et al. 2001).

The Peace and Diversity Forum was a good venue to break the silence that looms in the shadows of hate crimes, to confront oppression, and build trust between the dominant groups and other members of the minority population. As one ISTEP committee members effortlessly stated, “At least this forum wasn’t another ‘flavour of the month’, it was actually followed by an action plan.” It is exciting that the Peace and Diversity circle continues to grow and find creative strategies to combat the ugly ghost of hate and discrimination.

Stay or Leave:

It is intriguing that despite the difficulties in Brantford and the tri-county in regards to employment prospects and other concerns as discussed previously, more than half (53%) of the newcomers were not planning to move out of Brantford or the County of Brant, Haldimand, and Norfolk. It may be because of the affordable housing in this area. For example, only 9% of the newcomers suggested *To find Better Housing* as a reason to relocate. Of those who responded that they were planning to leave the most common responses was to be closer to family, friends, or ethnic organizations and to find better employment opportunities. The service providers' survey revealed similar results. This finding is supported by Xu & Liaw (2006) who claim that "South Asian immigrants are strongly subject to the attraction of their co-ethnic communities, and to the positive effect of high income level"(p. 316).

Most of the newcomers in this study are from collectivistic societies that value familial relationships. One of the reasons that newcomers may want to move to another city or province would be to have access to a larger support network consisting of extended family or services to assist them with child-care and care of senior members as it was the most endorsed factor by newcomers to assist with their integration. In reference to the poor financial situation of newcomers, it is striking that newcomers rated this reason higher than other aspects such as – helping them to find employment, recognizing foreign credentials or assisting with language training. As our population becomes more diverse and the size of the elderly immigrants increases social services will need information to design culturally appropriate programs or improve current services to best serve the needs of elderly immigrants.

A Space to Celebrate Ethnic Identity:

Most of the community halls in Brantford and the tri-county have European membership. Multicultural events are celebrated at community parks or office buildings depending upon the availability, climate, cost and other such factors. In this study newcomers and service providers were strongly in favour of a multicultural centre. Perhaps, this suggests a desire in a newcomer's heart to find a location which newcomers can call their own space. It would be a place where different ethnic groups – men, women, and children can commune free of the fear of discrimination. Aside from the social aspect it could be a place of cultural knowledge, sharing of information, healing, and building relationship with the larger community. It could house ethnic artefacts, culture, art and music that could impart cultural knowledge to the preceding generations about their language and heritage. I envision it as a place where families can build memories together.

Safety with police services:

Contrary to popular public opinion most of the newcomers in this survey suggested that they felt safe going to the police. That is an encouraging and confusing finding as there appeared to be a general consensus in my earlier interviews²⁰ between the service providers, newcomers, religious elders and the police personnel that newcomers were afraid of the police and the police were struggling to encourage newcomers to report hate crimes. This discomfort with the police is reflected in the following statement: “There is a fear of reporting personal incidents due to a perceived bias within the legal system (Peace & Diversity Forum, 2008)”. In fact, this topic occupied some space in my

²⁰ These interviews were done by the author during the process of Scoping. Police officers were also included as service providers.

discussion with the ISTEP members. Reflecting on this data, a member of the newcomer committee stated, "Compared to bigger cities where I and my husband were harassed because we are Asians, I find I have experienced no problem in Brantford."

I concur with this member as I have encountered positive experiences as a newcomer, a service provider and as a researcher with the police in this community. Contemplating deeply one of the ISTEP members offered another explanation, "Perhaps it is because we have no ethnic enclaves in this town." Although that is not entirely true as there are a couple of ethnic enclaves in Brantford/Brant County, however the majority of the immigrants do not live in an enclave. There is no clear consensus in literature on the impact of ethnic enclaves to society and to the members residing in these enclaves. Authors continue to debate if these "ghettos" perpetuate racial segregation, exclusion, poverty, increased social disorganization or if they provide supportive community and a sense of pride and belonging to these "neighbourhoods" (Murdie, 1994; Warmen, 2007; Zine, 2007).

In the context of the above discussion it is possible that the ISTEP member is correct in her assumption that part of the explanation of this community feeling safe may rest on the absence of ethnic enclaves. If ethnic enclaves are associated with "disruption and social disorganization", or represent a minority group's assertion of their civil rights then it is highly likely that those segregated neighbourhood would be under high vigilance of the police. My experience with the Children's Aid Society (CAS) in Brantford this winter leads me to believe that the presence of CAS in "high risk" neighbourhoods although initially hostile, but with the passage of time, has actually improved the trust building relationship between CAS worker and the neighbourhood parents and families.

Embedded within many of these interrelated arguments about “ethnic enclaves is hidden the age old issue of “us” and “them”. My contention is that as communities become more diverse the issue of trust and mutual existence will continue to dominate discourses on citizenship, belonging, and identity and community cohesion.

Integration of Women’s Voices

It wasn’t within the scope of this study to conduct a gender analysis of the barriers that newcomers face. However, in view of the increase in international migration of immigrant women (CIC, 2005), and the responses of participants in the “Other” category I felt compelled to give these women a separate voice. As much as their voice is intricately connected to the other voices, I did not want it to be washed away in the waves of issues that have emerged in this study. As has been noted earlier, the majority of newcomers in this study were female (66%). However, the study failed to ask the gender of the service providers as demographic information was not central to this study. It would have been interesting to confirm or refute popular anecdotal discourse that most of the service providers in this community dealing with immigrants are female.

It has been extensively discussed in the literature review that the marginalized position of immigrant women in society and frequently at home compounds the barriers to their integration. After meticulously reviewing our results, one of the newcomer ISTEP committee members, a skilled immigrant woman, confided in me. She stated that she was quite depressed after coming to Canada as her job status changed drastically. In China she was working in a management position in a multinational corporation. But after coming to Canada she could not find a job for almost a year, and finally she took a manual labour job in a factory. Many authors have found that skilled women are

underemployed in Canada (Iredale, 2002; Meadows, Thurston, & Melton, 2001; Tang et al., 2007; Pio, 2005). What captivated me about this conversation was that she minimized her settlement experiences. It was more important that her husband get his credentials assessed, that he find a good job, that he upgrade his education and as long as he was with her in Canada, she would be all right. Her attitude towards the challenges that she faced is not unique. Scholars have found that immigrant women put their physical, mental, and emotional needs secondary to their spouses and the family unit (Meadows et al. 2001; Iredale, 2002). This is an important cultural difference that deserves further research.

In this study both service providers and newcomers identified a lack of affordable child care as a significant issue to newcomer integration. Moreover, there was almost a 100% consensus among the service providers and newcomers that there should be specialized programs in this community to assist immigrant women (see Graph 4.13). These two findings provoked much discussion among ISTEP members. Members stated that anecdotally they have known all along that this community requires quality day care, and having this issue show up in this study validated their prior discussion on this topic. The following statement from a newcomer response in the “Other” category candidly summarises this issue of lack of affordable and quality child care: “First my husband needs to find a job – and due to lack of culturally relevant and affordable child care, as I have a small child, it is difficult for me to go to work.”

I find it hopeful and exciting that some of the service providers were going to take this information back to the office and hold community meetings to delve deeper into this issue and put together an action plan to solve this problem.

In responding to question 34 in the newcomer survey regarding discrimination – one participant wrote in the “Other” category that she had experienced discrimination *because of her dress – hijab/burkha*. Hoodfar (1992/1993) asserts that the dominant western culture continues to colonize women by equating veil with ignorance and oppression and as a result of these stereotypical views, veiled women are suffering the psychological and socio - economic consequences. I brought this finding to the table at the newcomers committee meeting. One ISTEP committee member stated that her Muslim friend, also a newcomer was recently told by a white employer that he could not hire her because of fear of losing his clientele.

In both these experiences the person wearing the veil became the “outsider”, the “marginalized”, and the “stranger”. Taking this argument further, it is my assertion that the fearful and racist eyes of the dominant group member did not even see the person, but saw only the “veil”. This interaction between the “veil” and “dominant eyes” was not mundane. It carried within its womb an opportunity for growth or annihilation. Unfortunately, the person chose the latter.

Integration of Refugees

Several authors have suggested that the resettlement process can be particularly difficult for refugees as many of them have experienced trauma, displacement caused by war and other hardships before arriving to Canada (Simich et al., 2006; Beiser & Hou, 2006). Simich et al.’s (2006) findings with Sudanese newcomers demonstrate that post migration challenges such as unmet expectations of life in Canada, economic hardships, lack of family and friends, etc. can negatively impact the health of refugees who under normal circumstances are resilient individuals. For example the committee interviews

with newcomers and immigrant elders during Scoping suggest that the refugees in this community experience mental distress due to financial difficulties, social isolation and family separation. In the light of these findings it is discouraging to note the disparity that the service providers reported in their clientele demographics. The data suggests that bulk of their newcomer clients are Canadian Citizens (39%) while Refugees represented only 7% of the clientele. As a recent Canadian Citizen I am aware that to be eligible for Canadian citizenship, immigrants must meet several requirements, including at least three years of residency in Canada and knowledge of an official language. They may also be required to take a knowledge test. Thus, it is very likely that those who have been in Canada the longest are more likely to apply for citizenship as they have had time to settle in Canada and reflect on their decision to make this country their home (Chui et al., 2007). Social and economic integration to the host society is as important for refugees as it is for other category of newcomers – family class, business, skilled workers, etc. It then becomes imperative that mental health researchers and practitioners develop strategies to assist refugees to deal with pre-migration trauma and include ongoing post-migration challenges in designing treatment for refugees (Simich et al., 2006).

Implications of the Research

Virtually every study addressing settlement issues of newcomers points to the increasingly dysfunctional nature of the current skill- based immigration policy (see Reitz, 2001; Tang et al., 2007; Wayland, 2006). In the last 10- years the immigrant population in Canada has reached unprecedented high levels. Canadian Immigration Policy informed by a human capital model recruits immigrants based on specific skill sets, language fluency, education and transferable experience. Nevertheless, once

immigrants are in Canada the current regulations discount their skills and education. This policy has utterly failed in fostering the integration of well-qualified immigrants to Canadian society.

International migration is new to Brantford and the tri-counties. In the light of these demographic trends, managing and supporting ethno-cultural diversity has become a recurring topic at community meetings and in public discourses. The findings of this study have legal and policy implications for understanding the barriers to newcomer settlement and integration in various sectors.

Education and Training Policy Barriers:

In this study, a highly skilled cohort of newcomers identified language and communication barriers. Both the Federal and Provincial governments fund language programs. However, refugee claimants awaiting residency status and Canadian citizens do not qualify for Language Instruction for New Canadians (LINC). School boards in Brantford/Brant County offer ESL programs only up to the first three language levels. This level of training is not equipped to provide newcomers with the employment-related language training, occupation-specific terminology and idioms that they require to succeed in work place. CIC funds *The Enhanced Language Training Initiative* to enable adult newcomers to obtain occupation-specific terminology and facilitate entry of immigrants into the labour market. However, only colleges offer this program. Service providers feel paralyzed to make positive changes in this area due to lack of funds. Lack of child-care and transportation constraints further hinder the accessibility to these training courses especially for immigrant women.

Newcomers expressed a need for university level training courses but there is little or no funding available for immigrants to be able to pursue these courses and up-grade their education. Lack of on-line or correspondence courses further hampers their opportunities to enrol in these courses. Due to systemic barriers, newcomers have trouble in navigating the culturally incompetent system of Canadian universities. Further, both service providers and newcomers lacked knowledge about specific qualification requirements for registration of foreign-educated adults into Canadian universities. They shared a common view that there is great need for funding allocation for upgrading of foreign education and creating education-bridging programs. Refugees are further disadvantaged as they may not have access to their diploma/degree from their home country.

Employment:

Unemployment and underemployment emerged as a major barrier to newcomer's economic integration. Although language proficiency is essential in gaining employment, the most commonly cited barrier was lack of recognition of foreign educational and professional skills. Recognition of foreign credentials in some instances such as medical licensing is a provincial issue that significantly influences entry of immigrants into the labour force. Newcomers also identified lack of employment bridging programs, lack of mentorship opportunities, high cost of licensing, lack of Canadian experience and discriminatory hiring practices as barriers to integration. Newcomers lacked knowledge of Canadian workplace practices and ethics, labour laws, and the Employment Equity Act.

Newcomers and service providers agree that employers need education about the settlement (pre-migratory and post-migratory) issues that immigrants face in Canada.

Further, employers should incorporate specific policies relating to immigration into human resource planning to integrate immigrants into their workforce. There should be greater collaboration between provincial bodies and employers to facilitate the process of licensing of foreign- trained skilled trades persons through financial assistance.

Ignorance or lack of understanding of cultural practices can lead to unintended discriminatory practices by employers and staff at workplaces. Cultural Competence training should become mandatory at all agencies and educational institutes. Service providers concurred with newcomers that lack of affordable and quality childcare encumbers newcomer women's full participation in the labour force. Although lack of availability of affordable child care appears to be an issue for even Canadian born population, it may further compound the challenges of immigrants.

Health:

In Ontario, there is a three-month waiting period for provincial health insurance coverage. As a result, newcomers and refugees are not eligible for provincial health insurance coverage until the termination of the waiting period. Health care professionals work mainly from a Western model. Lack of cultural sensitivity, lack of awareness of traditional healing practices, shortage of doctors, and long wait times affects health provision and delivery of services. Newcomers identified a need for outreach workers and service providers who could communicate in the immigrant's first language. There should be sufficient funds available to settlement services and other community agencies to hire trained interpreters so that newcomers can receive culturally responsive health care.

Social Support:

Immigrants struggle with taking care of their family and elders. There are no linguistically and culturally relevant support services to assist newcomers with elder care or funds available to hire private care. Newcomers may not be aware of their rights (e.g. women who are sponsored by their husbands) and Canadian laws. As a result, they may be afraid to participate in civic society. This could lead to isolation and exclusion.

All the above barriers are interrelated, interwoven in newcomers' fabric of integration and rooted in Canada's unsound and outdated immigration policies. These policies and laws do not resonate with the Canadian vision of multiculturalism and create poor settlement infrastructure that is not equipped to respond to new challenges. It is important that all service providers, not just health care professionals, recognize the impact of pre-migration and post-migration experiences on newcomers to be able to provide culturally competent services. They should make efforts to understand the role that culture plays in shaping practices. More coordination and accountability is required among educators, all levels of governments, employers, service providers, and all sectors of society to create a new vision and framework that is grounded in inclusive citizenship.

Recommendations: Where do we go from here?

Locally Driven Initiatives:

1. Improve collaboration between community agencies for design and delivery of settlement programs through effective communication, referrals, on-going dialogue, inter-agency and inter-county meetings, roundtable conferences, and/or community forums.

2. Develop and implement solutions to reduce the barriers that newcomers are currently facing in consultation with the newcomer population, immigrant elders, and key informants of multicultural groups.
3. All service providers and educators should be well informed about the barriers that newcomers face in accessing services and develop interventions based on a holistic assessment of services required for newcomer integration.
4. Educate employers about immigration laws and policies that impact newcomers' work performance. For example, employers must have awareness of the professional accreditation process so that they are able to assist a newcomer to upgrade their skills and enhance his/her chances of promotion. Moreover, it is vital that employers are made aware of the valuable human capital assets that immigrants bring with them to Canada. This is mutually beneficial to both the employer and the newcomer employee.
5. Implement mandatory cultural competence and diversity training for all staff in organisations, agencies, and educational institutes.
6. Newcomers identified a need for bridging programs, work place job shadowing and mentorship program. It would give them an opportunity to gain an understanding of the Canadian practice context.
7. Newcomer women identified a need for outreach workers who speak their language and understand their culture especially in health care sector. It is vital that community agencies working with newcomers make efforts to increase the diversity in the work place, community agencies, and social services by hiring members of minority group. Further, concerns about stigmatization in regards to

mental health were highlighted in the research. In collaboration with other community partners health care providers can organize health fairs and similar events.

8. Create programs that empower immigrant women and youth such as mentorship programs, parenting programs, peer support circles, driving assistance (car pool), etc. Further, educate immigrant women about the recent changes in the Family Class Sponsorship Laws and assist them to understand their rights and privileges.
9. Increase newcomers' awareness of services available in the community through orientation packages, media, flyers, and internet. Make information packages available at places that are most frequented by newcomers such as laundry mats, multicultural grocery stores and restaurants, temples, mosques, etc.
10. Research suggests that newcomers tend to use public transportation more than the native population. Since transportation was identified as a major barrier in this research, dialogue with transport services to strategize ways to improve existing services especially in Haldimand and Norfolk areas. In addition, newcomers identified the Motor Licensing Bureau as a possible location of discrimination. It is imperative that ISTEP members work with staff at the Licensing Bureau to find ways to facilitate the licensing process and make it user friendly and culturally competent to serve newcomers.
11. Improving existing child care facilities so that they are culturally sensitive and affordable.
12. Take inventory of existing training programs and tailor them to meet the needs of the university educated and skilled immigrants.

13. Collaborate with the legal services to have legal representation for Live-in-Caregivers. For example, Live-in-Caregivers in this research identified employer abuse and fear of deportation.
14. The voice of LGBTTTIQ members is entirely silent in this study. It is important that ISTEP members work in collaboration with the Peace and Diversity Circle to create a safe space where dialogue can begin with members of this community. Community social service providers can engage in discussions with key people in this sector and organize health promotion programs to educate society about the issues facing this population and the impact of stigma and discrimination on newcomers' health.
15. Service providers working with newcomers, newcomer committee members and the members of the Peace and Diversity Circle can collaboratively organize grassroots' initiatives, community hearings, and form community coalitions to expose systemic racism that impacts members of the minority group and to promote social justice.

Provincial or National issues: Limited Funding

In this research a number of issues were raised. Together ISTEP members can examine each issue and raise awareness of the implications of settlement barriers to both newcomers and society. Although the current economical climate is unstable, funding is also contingent upon the extent to which community supports the issues. At this time the immigration and settlement issues are at the fore front nationally. Further, when funding is limited, organizations could benefit from strengthening the relationships with the funders. A collaborative effort between organizations, city officials and the immigrant

community can help to increase community capacity and initiate community projects.

Together, educators, policy makers, service providers, government officials and immigrants must advocate for policy reforms.

ISTEP members and/or service providers could meet with the City Council to highlight challenges to newcomer integration and seek assistance. Funding dollars and other supports could be sought for several programs and services to improve settlement infrastructure such as:

1. Creation and/or improvement of bridging programs in employment and education.
2. Improve access to current language instruction classes and tailor them to meet the needs of the skilled cohort of newcomers.
3. Creation of quality and affordable child care that is culturally competent.
4. Creation of advocacy positions within immigrant serving agencies and/or increasing the number of advocacy staff at existing agency.
5. Support for roundtable with other communities who have a well established settlement infrastructure.
6. Creating and/or increasing education and outreach positions within immigrant settlement services to implement some of the recommendations that can be driven locally. For example, newcomers identified the need for ethnic outreach workers that can visit them at their residence.
7. Creating programs to positively enhance the settlement experiences of immigrant elders.
8. Hiring licensed interpreters.

9. Advocating for services for newcomers with a precarious immigration status. For example, special programs to assist with the settlement of Live-in-Caregivers.
10. Creation of Community-based programs that assist with pre-migration trauma and provide adequate and timely support to newcomers. It would help to ensure the long-term vitality of newcomers and sustainability of the Canadian Health Care system.

Contributions of the Study

This study was born from the yearnings of the Brantford community to come together and take collective action to improve the economic and social integration of newcomers in this area. Through a quantitative survey questionnaire the study sought to identify gaps in services to newcomer integration. Although unanticipated, it generated rich qualitative data which provided valuable information into the problems facing newcomers and raised awareness of various diversity issues. This study made four unique contributions to research:

1. Methodological: As a researcher committed to CBPR I made a conscientious effort to engage newcomers and service providers in every phase of the study. Most researchers use qualitative or mixed-method vehicles for participatory research inquiry and their findings mainly result from questionnaires, surveys, participant narratives/interviews and/or focus groups. I used a survey questionnaire only as a tool to generate data. In my view the ‘participatory’ element of CBPR penetrated my meetings with ISTEP members. It was alive in my dialogical engagement with newcomers and immigrant elders. I could hear its voice in the words embossed by both service providers and newcomers in the ‘Other’ category of the survey questionnaire. It is only through

weaving the strands of quantitative data (from the survey questionnaire) with the strands in the qualitative data (ISTEP meetings, newcomer meetings, community dialogues, 'Other' category) was I able to knit the fabric that revealed newcomer issues in this community. As a result, this study attempted to extend its hand beyond traditional shores, dig deep into the unresting sea, and bring to the surface the gladness and the pain of newcomers. To the best of my knowledge I am not aware of any other study that has integrated data from community dialogues, meetings, and the qualitative text from a quantitative questionnaire in its findings. Although I believe that a true participatory process is only an illusion, the contribution of this study lies in showing that as researchers we can enhance the participatory element in CBPR through validating the voices of CBPR partners.

2. Theoretical: CBPR is labour intensive and requires collaboration of different stakeholders. This study looked at both sides of the settlement relationship – service providers and newcomers. As a result it engaged various CBPR partners - community leaders, service providers, newcomers, local government officials, employers, and immigrant elders in the research process. Often open and intense deliberations among CBPR partners filled several community rooms. These discussions, coupled with the data in the survey questionnaire, enriched the findings. It offered insight into the differences in perception in regards to the services required for newcomer integration between the service providers and newcomers. This is an important contribution of the study as it provided information about the adequacy of services provided in relation to newcomer needs. This finding can assist service providers and decision makers in planning settlement programs that foster newcomer integration.

At a deeper level this study highlighted the power relationship between the ‘Self’ and the ‘Other’, the ‘Micro’ and the ‘Macro’ and/or the ‘individual’ and the ‘society’. For example, in interpreting the data from the ‘Other’ category it became clear that some privileged members of society disagreed that newcomers face any problems in society. In fact, one of the participants in the service providers’ survey suggested that it is newcomers’ *over expectations* of life in Canada that are the main cause of their problems. Another service provider was blatantly against the term *survival jobs* suggesting that most people (including white Canadians) have to start at the bottom and the term ‘survival jobs’ is a derogatory term that insults honest Canadian labour. Such tensions create acute awareness of the systemic injustices and oppressions that often depict newcomer experiences. If service providers do not recognize that to a qualified and professional newcomer engineer, driving a taxi translates into doing a survival job, newcomer experiences will continue to be minimized. It is important for society to collectively challenge such views, recognize that inequalities do exist in service provision and forge a shared understanding among service providers in regards to newcomer settlement and integration process.

3. Practice: The majority of newcomers (66%) in this study were women – a group that is difficult to access and often under-researched. Some of their cries and loneliness are amplified on the pages of the survey questionnaire. It is important for researchers to understand how race, class, gender, culture and immigration status intersects and marginalizes newcomer women. For example, although most of the service providers had never encountered live-in-caregivers²¹ in Brantford, their distressing voice

²¹ The term "live-in caregiver" is defined at Section 2 of the Immigration and Refugee Protection Regulations ("IRPR") as "a person who resides in and provides child care, senior home support care or care

is echoed in the 'Other' category of the survey questionnaire. Some of the statements suggest that live-in-caregivers feel trapped in their employment situation due to their immigration status. In this study, efforts were also made to explore the settlement experiences of refugee newcomers and members of the LGBTTTIQ community. The lack of response from the LGBTTTIQ community necessitates service providers, advocates, and activists of human rights to create initiatives that can serve as building blocks in creating pathways of safety for this neglected population.

4. Experiential: The collaborative, co-operative and reflective process of this study raised my critical consciousness. It assisted the CBPR partners in gaining knowledge about the issues that are impacting this community, the strengths and resources available, and challenged them to explore the oppressor and the oppressed within them. Some of the ISTEP members, newcomer committee members and volunteers stated that by engaging in passionate discussions it motivated them to challenge their own assumptions. Furthermore, by participating in other aspects of the research process such as -- assisting newcomers to fill the questionnaire, immersing themselves in data analysis and attending community events --helped them to gain an understanding of research practices. It also motivated them to improve their current educational and social situations.

Through maximizing the participation of the CBPR partners this study helped to promote relationship- building among stakeholders and newcomers in this community. Because of these relationships there appears to be new momentum and energy to create positive change in the Brantford community. For example, plans are currently underway

of the disabled without supervision in the private household in Canada where the person being cared for resides".

to organize a community forum to celebrate diversity. I will present the study findings in this venue and announce the winners of the survey draw. In light of the barriers that newcomers face in employment this study also initiated a local magazine publication to create awareness of the skills that newcomers bring to this community. This magazine will list resources that will provide valuable knowledge to local employers to assist the newcomers in their organization with economic integration. The researcher supervised this project in collaboration with GETAB, ISTEP sub-committee of immigrants, Mohawk College, and Wilfrid Laurier University. Another sub-committee of ISTEP is involved in shaping strategies to encourage local employers to become active participants of the ISTEP committee.

The hardest and most challenging learning for me was when my past history became transparent in the research encounter with my participants. My insider and outsider social location intersected with my disability, class, ethnicity and gender. It also intersected with the social location of CBPR partners. Often I felt that I was trying to find a solid ground where the social work learning could ground me to a safe place. I found myself playing the role of an observer, co-observer, participant, co-participant, and/or researcher, sometimes with complete detachment and at other times totally immersed in the experience. In those moments of dissonance my understanding of the relational understanding of “Otherness” reached new heights. I saw the veil of haziness and complexities that is embedded within the well of research methodologies. I cannot find any specific words to articulate clearly the lessons that I have learnt through engaging in this study. Nevertheless, the experiences have deepened my passion for social justice and advocacy in area of mental health.

Limitations of the Study

The method of data collection was quantitative with Lickert type scales. The study did not intend to collect qualitative responses but rather to provide baseline information about a large heterogeneous newcomer population in Brantford and Brant, Haldimand, and Norfolk counties. However, after carefully examining the wealth of data in the “Other” category from both the service provider and newcomer survey, it seems that there is a definite desire among service providers and newcomers to have their stories heard. Although I made all efforts to weave the qualitative responses of the “Other” category into the Discussion chapter, this survey was not able to investigate the lived realities of newcomers or service providers. This was an exploratory study. It could not determine correlations or causation. I used purposive and snowball sampling to select the study sample of both newcomers and service providers. It is not representative of the population and results cannot be generalized to the population. It is also important to note that there are many variations within cultures. Since it was not within the scope of this study to understand the culture-specific challenges to integration, it is wise to practice caution when interpreting the results and applying the findings to particular immigrant groups. Due to the lack of response by newcomers and service providers in certain questions and multiple responses in others, the results in some areas may be underrepresented or overrepresented.

Future Research Directions

Although this study generated a vast amount of data, there is room for future empirical work in several areas. This thesis recommended changes in several policy areas in delivery of services to newcomers. However, the perception of the participants

largely dictates the findings of this study. These perceptions are very valid but it may be beneficial to explore key areas that emerged in this research such as economic integration, language barriers and education accreditation separately using a mixed-method design. This could help to determine correlation between different variables. For example, is there a correlation between training and employment, or unemployment and health? It would provide more in-depth knowledge to this community about the settlement of newcomers in small towns and rural dwellings – an area under-researched in academia.

In this study, I did not look at gendered implications of newcomer integration. Since the study results suggest a need to improve services for women, future empirical work could focus on women's employment or women's mental health using grounded theory, qualitative enquiry or personal narratives. The new wave of immigrants to Brantford/Brant County is mainly from collectivist societies where women and children inhabit nuclear families and support of extended family is often at their disposal. It could be beneficial from the mental health perspective to investigate how the loss of this support post-migration affects the family unit as a whole.

Even though I made several efforts to encourage participation of LGBTTTIQ population, their voice is silent in this study. Perhaps, a narrative approach to research may be more suitable to encourage their participation. Future research might investigate the challenges that the members of this community face in this town or the impact of country of origin on a LGBTTTIQ child.

In addition, an immigrant elder raised the issue of the challenges that live-in-caregivers are currently experiencing in Brantford/Brant County. His concern is

validated by comments in the “Other” category. Future work may focus on integration of live-in-caregivers in Brantford/Brant County.

As the population ages, there will be greater need for culturally competent services for immigrant elders. There is dearth of literature on this issue and practically no service provision for them in small towns and rural areas. It could be beneficial to conduct action research in this area and explore the type of services that would be most appropriate for the integration of immigrant seniors.

It was not within the scope of this study to analyse the specific barriers that newcomers face in each of the counties (Brant, Haldimand, and Norfolk) separately. However, newcomers and service providers identified *Transportation Constraints* as a major barrier to newcomer integration. In this context it is worthwhile mentioning that Schellenberg (2004) reported a positive and significant difference in the utilization of public transit among recent immigrants relative to Canadian-born commuters even when other factors such as gender, age, education, and distance to work were taken into account using multivariate techniques. Taking into account other factors such as the cost of getting a drivers license, the stress of driving test, high insurance rate, and the cost of buying and maintaining a car it is not surprising that Schellenberg (2004) found that the usage of public transport is greater among very recent immigrants than those who have been in Canada for a longer time. Although his report was based on samples from Canada’s large metropolitan areas (Vancouver, Montréal Ottawa–Hull and Calgary) which have fairly good public transit systems, in the light of the influx of immigrants to mid-sized towns and rural areas, it is definitely worthwhile to gather data about the mode of transportation that recent immigrants are currently using and why.

Future empirical work can conduct similar surveys as the one presented in this thesis in second-tier cities or smaller metropolitan areas using CBPR to determine the gaps in services for newcomers. Researchers can compare those results to the current study to detect differences and similarities. It is important to be cautious when interpreting the results as dynamics, culture, and economics are unique to each community. It could, however, provide some valuable information to newcomer integration and assist with settlement issues in those areas.

Conclusions

Some researchers argue that neo-liberal economic restructuring in the form of privatization of health care, federal downloading, deregulation, decentralization, and the rise of globalization threaten the future of critical social work (Healey, 2001; Carniol, 2001). After engaging in self-reflection and critical analysis of my experiences as a researcher in this CBPR I agree with Healey (2001) that the crisis of postmodernism, globalization and market driven approaches to human services also carry seeds of opportunities to enhance the integrity of critical social work practice. It may require engaging the community in a meaningful way, a new way of thinking, initiating grassroots' activism and a new cultural paradigm to make effective change in people's lives and to empower them.

Using CBPR allowed me to dig deep into the crevices and use the communities' strength, assets and knowledge to discover the gaps in services for newcomers and recommend future direction. The journey of CBPR is not paved with flowers. Often I traveled alone in the dungeons of fear, doubt and disappointment. In those moments, all academic knowledge seemed futile and all I could do was hope that my intuition and

practice wisdom would help me stay the course. When I emerged out of the thick fog and risked uncomfortable dialogues, confronted oppression both within and outside my world with a multicolour lens, it was then that the fascinating journey of community-based research was at its pinnacle.

Consistent with other studies (Simich et al., 2006; Beiser & Hou, 2006; Reitz, 2001; Picot et al., 2007; Teo, 2007; Walton- Roberts, 2005, Iredale, 2002; Bhandari et al. 2006) economic, social and political obstacles infiltrate the experiences of newcomers in this community. The current trend in labour market changes and labour force dynamics in Brantford and tri-county are different from previous years. There is greater demand for labour force renewal, upward demand on individuals with post-secondary qualifications, significant changes (loss or gain) in core primary industry sector, shortage of skilled trade workers, retention and expansion of small business, and under-representation of aboriginal peoples, immigrants, youth and persons with disabilities (Halyk, 2009). In light of the changing landscapes of Brantford and tri-counties and the gaps in services to newcomer integration, it is crucial for the continued viability of immigrant children, youth, and family that community practitioners recognize the strength of the diverse experience, culture, ethnicity, and language that newcomers bring to Canada. Utilizing these valuable assets can enrich the community life and contribute to the overall prosperity of Canada.

To my knowledge, this is the first academic study related to immigrants in this community. I can only hope that these findings will assist the community to develop ethnically and regionally specific programs, advocacy and outreach strategies, and culturally competent services to foster the full participation of newcomers to Canadian

society. It could help to build social capital, enhance the service providers' knowledge of cultural capital, encourage citizen engagement, and facilitate community empowerment.

The invisible and unspoken cry that echoed all throughout the research process resonates with the following statement: "I want freedom for the full expression of my personality" (Mahatma Gandhi, Indian political and spiritual leader, 1869 - 1948).

CHAPTER SIX: REFLECTING ON MY RESEARCH JOURNEY

Seated on the cold feeble wooden chair at the Immigration office in Buffalo, in the United States of America, I heard my name called aloud. I looked nervously around the room filled with immigrants from all over the globe. They returned my nervous glance. For a moment, time stood still and I heard the agonising sound of *our* collective heartbeat. Our fate was resting in the hands of the immigration officials who sat in their comfortable leather chairs drinking coffee behind the Plexiglas barrier that separated *our bodies* from *theirs*. Heavily-shod feet directed me to the immigration officer's desk. In silence I occupied the space in her office. Engrossed in thought and contemplation and after much deliberation she announced, "You are a very unique case". Without warning she disappeared from the room abandoning me to my anguish. I looked at her fading image with the eyes of an animal about to be slaughtered. Gazing outside the glass window I wondered how difficult it would be to hurl my *body* through that window and end my agony. My fantasy was interrupted by her rapid return. With a sense of urgency her fingers wrestled with the keyboard and she mumbled, "Ms. Sethi, are you ready to land today?" She lowered her glasses and repeated the question. Except for the sound of my pounding heart, there was complete silence. I did not know the right answer to her question. I could not risk the wrong answer. Unsure of what to say, I said nothing. For the first time since our encounter our eyes met. She smiled. "It's all right. Seeing what you have accomplished in the past, I know we won't regret *our* decision". It was January 31, 1997. After six years in Canada, I had finally *Landed*.

I am a woman. I am an immigrant. I am a visible minority. I am a researcher. I am an advocate. I am a client. I am a survivor. But, I am much more. My multiple identities

intersect with my participants' social, cultural and historical locations and mediate our dialectical relationship. My multiple identities allow me multiple reflections from multiple points of view. Using a 'layered account' ethnographic reporting technique to tell her story Ronai (1995) writes, "through multiple reflections from multiple points of view I am armed with alternate discourses to define myself. But each point of view is impure" (p.418, 419). My self-reflection in this CBPR is constructed through my understanding of these identities; is co-constructed in the context of my relations with the participants (Kondrat, 1999), and re-constructed in relation to time, place and power that are constantly in flux (Somers, 1994, p.621). Although I undertook CBPR during my MSW, the seeds of this journey were first planted when a tear from an immigrant's eye -- in an undergraduate research project -- penetrated my heart.

Trapped in My Dream, I Just Wanted to Fly

As soon as my immigration mayhem ended I enrolled into the Bachelor of Arts Degree (BA) at Wilfrid Laurier University (WLU). I had dreams in my pocket and a song of freedom on my lips. I had earned my golden wings that were going to crown me someday, with a Ph.D. Nobody and nothing could stop me from achieving this dream. During my last semester of the undergraduate degree, as a Community Psychology student I was confronted with the mandatory requirements of completing a practicum. I interviewed Internationally Trained Professionals (ITP's) to understand their lived realities in regards to their economic integration. At the end of the day, I buried their stories in my academic closet of discursive rationality. I did not know then that their broken spirits had deeply entrenched my physical, mental and emotional space.

Soon after finishing my undergraduate degree, I enrolled into the MSW program at WLU. Once again I found myself exploring practicum opportunities. Feeling overwhelmed by course work and thesis, I included myself in the student body that complained about hours of unpaid practicum. I did not want to add travel to that stress. I wanted to complete my practicum in Brantford. But, there weren't many agencies here that had qualified staff to supervise a graduate student. So, when the opportunity of completing my practicum at GETAB presented itself, I took it. It was a mutually beneficial relationship. GETAB found a student to conduct a gap analysis for newcomers free of cost and I could stay in Brantford. I was *adamant* to end the research at the end of the practicum period. Needless to say, that did not happen. So, what happened? Why did I change my mind and decide to integrate this project into my thesis?

Unveiling My Identity: From a Client to an Expert:

Within a couple of months into the practicum, I was presenting the newcomer gap analysis information at agency and community meetings. During one such meeting, the topic of welfare use by immigrants was raised. In the heat of the discussion one individual blatantly asked a question, "So, what are your views – do you have any statistics that disproves that immigrants are not a burden to our economy?" All through the presentation I felt intimidated by his presence in the room. He was the dark cloud looming over my body all afternoon. Bravely, I contested this issue for a few moments. Most of the other people at that meeting supported my argument that research indicates that immigrants are motivated to work. Perhaps, feeling outnumbered by the number of women in the room who supported me, he lifted his tall frame from the chair and hovering over my small frame he announced, "Okay, Bharati, you win, and by the way I

am happy that you were finally discharged from the *hospital* ...good for you! I bet the Canadian government paid the hospital bill for your *mental disability*? ” Swallowing my humiliation, I left the room and the building. In this incident I experienced my first moral crisis where my *innocence* as a student of social work was wounded (Rositter, 2001).

A few years prior to this meeting I had challenged this man when I was a *patient* in a hospital where he was employed as a manager. I challenged him again during the above encounter as a *researcher*. Reflecting on this incident I realised that in that moment this man inserted me into a category labelled ‘disabled’. Years ago, when I was too feeble to contest the diagnosis, with a stroke of a pen a medical professional in Canada labelled me with a *fixed identity*. However, I had never incorporated my disability into my sense of identity. For the very first time I saw my *self* through the *eyes/ identity* of a disabled person. Perhaps it was because the issue of my disability only found a voice in the private space of my therapist’s office, amongst others who shared the ‘sameness’, or amongst caring friends. It was the first time that in the room full of *other/s* that the face of my disability became known. I did not agree with this label of disability. I was humiliated due to the public exposure and the labelling itself.

Embracing My ‘Self’ through the ‘Other’:

The encounter with the manager evoked a primal scream from the depths of my soul and awakened the ghosts of my past. As painful as it was to look within my *self*, I realized that I had unconsciously symbolized my identity with the ‘helper’, the ‘expert’ ‘the privileged’ and the immigrants became the ‘other’, ‘the oppressed’ and the individuals who needed help. I was as guilty as the service providers, policy makers, and others who are blind to the skills and resilience of newcomers. I was as guilty as other ‘immigrants’

in this community for forgetting that once we were also newcomers. I was as guilty as that manager of propagating the danger of a fixed, rigid identity. “If identities are fixed there can be no room to accommodate changing power relations - or history itself - as they are constituted and reconstituted over time” (Somers, 1994, p. 611). Perhaps it is the privilege I (and other Canadians) have of attending a Canadian university, while many skilled newcomers toil in “dead end” jobs, that has obscured the boundaries between ‘objectivity’ and ‘subjectivity’, the ‘helper’ and ‘helped’ and the ‘self’ and the ‘other’ .

For the first time I embraced the spirit of skilled newcomers who are de-skilled in Canada. I realised that the ITP’s I met during my undergraduate practicum had infringed upon my peace of mind. It was too painful to allow myself to weep over the debris of their dreams when my dream was beginning to develop deep roots in Canadian soil. That was the primary reason that I was adamant to finish this project as soon as possible. I wanted to run away again from all the feelings that connected me to the participants. I was feeling guilty for succeeding. In the core of my being I was tired of fighting. I was feeling powerless. It was safer to live in the paradigm of objectivity than travel deeper and engage in the mind-body-emotion-spirit pedagogy that is integral to critical social work practice (Wong, 2004). I had forgotten who I was and where I came from. It took the *Other* to awaken my spirit. Finally I wept for me, an educated young immigrant who worked for years with little or no pay; for the physicians from India driving taxis, engineers from Uganda working in factories, professors from Egypt doing manual work; and for the newcomers in this study trapped in the dungeon of unmet expectations.

“Discourse serves as a means of social control and symbolically inscribes with meaning and significance and through this identity is maintained and sustained. There is no escape of linguistic construction” (Butler, 1993, as cited in Watson, 2002, p.510). When the manager labelled me ‘disabled’ it was an act of negation. In the knowledge-based economy I, an ‘unfit’ immigrant, was either undesirable or it was expected that I stay in low-wage/dead end jobs (Dossa, 2005). Similar to the plight of newcomers in this study I was deemed ‘different’. That difference was perceived to be ‘lesser’ and ‘inferior’ (Ahmed, 2002; Watson, 2002). Banerjee (1996) writes: “Expressions such as “ethnics” and “immigrants” and “new Canadians” are no less problematic. They also encode the “us” and “them” with regard to political and social claims signifying uprootedness and the pressure of assimilation” (p.112). This experience further deepened my impression of activist work. I saw CBPR as a personal and professional commitment to challenge worldviews that propagate oppression and become an agent of positive change.

My Personal and Professional Pursuit of Social Justice

As I transitioned from the MSW to my thesis, I reminded myself that I had entered social work out of a commitment to social justice and to bring about social change. O’Brien (1998) argues that the primary role of the researcher in CBPR is as a facilitator, but the researcher will often wear different hats such as a ‘listener’, ‘catalyser’, ‘planner’, and/or ‘reporter’. As an anti-oppressive researcher, I was committed to promoting the empowerment of people, and enhancing their well-being. I did not want to allow that isolated incident with the manager that occurred during the practicum to cause further disarray or to define me. I wasn’t naïve to the power imbalance in society that affect us individually and collectively. After all, over the last 14 years in Canada, until I received

my Citizenship in July 2008, I lived the life of an immigrant student, foreign worker, non-status woman, and a permanent resident. Throughout this journey I found the immigration system to be unfair, inequitable, and unresponsive to my needs. But I did not allow my struggles in Canada to silence me. I believe that it made me more resilient. I contend with Healey (2001) that power and conflict is everywhere and when critical practice theorists delve into the understanding of “conflict” and accept it as a reality in an unjust world, it allows them as social workers and activists to become more empowered to challenge oppressive relations and structures.

I did not want to further perpetuate the image of a dominant expert or researcher that the scientific approach to research is often guilty of portraying. I wanted to encourage a shared learning between the researcher and the researched so I positioned myself as a learner in the research process (Moffatt, George, Lee, & McGrath, 2005). Yet, my social location as a researcher, an individual with education, skills, and expertise may have been viewed by the newcomers as dominant. That may have been oppressive to them. Even so, my personal and professional history as an immigrant in Canada, ‘a marginalised woman’ is something I shared with my participants and this sameness and the collective experience of oppression allowed me access to them (Mullaly, 2005; Lee, McGrath, Moffatt, & George, 2002; Moffatt et al., 2005). For example, after a local newspaper published my interview in regards to this research along with past accounts of my challenges as a foreign worker in Canada, I was able to make contact with many highly skilled and educated women working as maids or live-in-caregivers in rich homes of white Canadians. As they filled out the survey one of them commented, “*You get it. You were one of us*”. She was right. I came to Canada from Mumbai, India with a dream of

escaping the prison of patriarchy that suffocated generations of women in my family. I had educational qualifications and experiences which were not recognized here. And it wasn't long ago that I was working as a maid. Let me demonstrate it with the following example.

From a maid to a researcher: The 'Strange Encounter':

I was invited to speak about this research at a prestigious luncheon reserved for the elite. At the end of the presentation one of my colleagues insisted on introducing me to someone. In a hurry, she grabbed my elbow and dragged me to a table where a white, elegant looking woman dressed in jewels was seated. With narrowed eyes, I looked intently at her. At that moment my legs were entrenched to the ground but my mind had travelled to another place, another time, not so far away and not so long ago. Her eyes penetrated deep through my skin as I stretched out my hand, "Hello, do you recognize me?" Half-heartedly she held out her hand but before it could make contact with my skin, her hands went limp and she dropped her elbow to her side. She got up and walked away from me. This was a 'strange encounter'²². It engulfed me (Ahmed, 2000, p. 39). In *strange encounters*, Ahmed argues, something invisible and something unuttered is transpired between people. Through these encounters bodies are de-formed and reformed.

I recognized the woman from the moment our eyes met. I remembered my last encounter with her. I worked as a private maid/bartender/hostess on several occasions at her home. On one such night she dismissed me with a \$100 bill after working 12 hours

²² The term comes from and is elaborated in Ahmed, S. (2000). *Embodying strangers*. In S. Ahmed *Strange Encounters* (pp 38-54). London: Routledge.

and announced to her wealthy friends and family, “Good for her--she dreams of a PhD”. They all started laughing. I picked up my shoes and left. It was Christmas Eve, 2005.

In this encounter the ‘white jewelled body’ rejected my ‘visible minority body’. Her hand did not go limp because of sudden paralysis. It went limp because she could not bear to touch me, my skin and my body. In her description of ‘strange bodies’ Ahmed (2000) explains ‘those bodies are temporarily assimilated as the inassimilable within the encounter: they define the border that defines both the space into which the familiar body – the body that is unmarked by strangeness as its mark of privilege – cannot cross, and the space in which such a body constitutes itself as (at) home’ (p. 50). Was I marginalized due to our past social relations when I was at the receiving end of the power? Was it because of my ethnicity, color, class, or race?

Isn’t it ironic that having attained a Bachelor of Science degree in India I was never *overqualified* to work as a maid but I was overqualified to find a job that I really wanted to do in this community? I was naïve to think that if I could get a *Canadian education, Canadian work experience*, volunteered, made myself visible at meetings, was competitive, smarter, improved my accent, etc. then somehow I/my body would find its rightful place in a foreign land. I would be accepted. I did all of those, achieved all of that and yet I continue to have *strange encounters* (Ahmed, 2000). I am no longer that maid or that non-status immigrant worker. I am starting my PhD program in fall 2009. I am a Citizen of Canada. Yet, I continue to be a *stranger*. My body continues to be *out-of-place* in elite white gatherings where I dare to break bread with my ‘masters and employers’; at community meetings where I dare to dialogue with my case workers and psychiatrists; with academicians where I dare to disclose my disability; and amongst my

ethnic community where I dare to challenge that there is nothing wrong with me just because I am not married. This is not just my story but it is the story of other immigrants and newcomers. Bannerjee (1996) eloquently expresses this reality, “ the irony compounds when one discovers that all white people, no matter when they immigrate to Canada ...become invisible and hold a dual membership in Canada , while others remain immigrants generations later” (p. 112).

Reflexive View of Self in Practice:

As I critically examine the ‘self’ who had this particular experience with the ‘white jewelled woman’, I realise that although in the last few years I have had many major accomplishments both professionally and personally, I have some work to do on my self-esteem. I have been marginalized for such a long time that I have woven the negative story of an ‘abused child’, ‘immigrant woman’ and ‘a maid’ into my self-narrative. When I was confronted with bias and intolerance I withered back into my cocoon of self-loathing. I became that *maid*, and struggled to find *me* -- the researcher, MSW student, recipient of several awards --in that interaction. My two identities, ‘a maid’ and ‘researcher’ were so radically different to this woman that it was obvious that her actions clearly indicated that she was having difficulty integrating them in her head. Perhaps she never believed that I would have the courage to follow through with my dream. I was the *other*- the marginalized immigrant, occupying a lower-class, and she was the white privileged upper class Canadian woman. For her, this view of *me* conflicted with my new identity of a graduate student and a community researcher who was invited to speak at this event reserved exclusively for the elite. In that *strange encounter*, I allowed her to shape my identity.

My experience is not unique. The current immigration policy has de-skilled newcomers in this information economy (Beiser & Hou, 2006; Iredale, 2002; Man, 2004); the heartache of these newcomers comes alive and howls from the pages of this survey. As one participant wrote, “Live-in-Caregiver (LIC) job is very difficult...government should help us. There should be place to complain and know you are safe and will not have to leave country.” It is well established that settlement process is compounded by women’s gender and employment status (Iredale, 2002). The LIC job perpetuates women’s de facto inequality in the labour market.

It is also important to recognise that visible minority groups may access equity and social justice based on other identity markers besides race, such as their sexual orientation, gender, age, and disability (George & Doyle, 2008). As a resident of this city I am well aware that it is not kind to people of diverse sexual orientation. Although I made several efforts to encourage the participation of LGBTTTIQ population, I met with no success. Unexpectedly, I found myself in a relationship with a gay South Asian woman that I find difficult to define.

My experience of ‘self’ and ‘other’:

It was a gorgeous summer afternoon. After days of constant showers and thunderstorms, the sun had found his way out of the dark clouds. The mood was festive as men, women and children from diverse cultures across the globe mingled with each other. I had a table set up with information about the research project. I wanted to bridge the gap between the ‘researcher’ and the ‘subject of research’ by putting a face to this research. As I continued to engage with the participants, my enthusiasm soon turned into discomfort.

This event was held in a large public park. Except for occasional breaks, I was confined to my booth. I don't know how it began. I cannot recall the exact moment when casual encounters with the newcomers at the picnic turned into counselling sessions. I struggled to say the 'right thing' and 'do the right thing' throughout that encounter. Effortlessly, I used professional jargon that I had learnt in my Clinical psychology course, such as "*it sounds like*" or "*you feel sad*". For a little while I felt confident about my approach in listening to the stories of the newcomers. However, my confidence evaporated when a young mother wept on my shoulders. The conversation did not progress as structured as my practiced interviews had in my Clinical Psychology class. This woman appeared to be very isolated. She disclosed to me that she was gay and then she begged me not to share that information with anyone from the South Asian Community. I felt empathy for her as she appeared to be torn between her desire to be true to her identity and a *good* role model for her young son. I sensed from her a feeling of exhaustion in trying to adapt to a new country, repressing her sexuality, and her need for community acceptance. I was worried about her health as she had indicated that she wasn't able to sleep through the night.

Growing up in a culture with similar values, a part of me wanted to rescue her but I knew that I had to allow her the right of self-determination and to maintain the boundaries of our relationship (Canadian Social Work Code of Ethics, 2005). Although I did not act on these feelings or interrupt her, when she continued to vent her feelings for what seemed like a lengthy period of time, I had to make a conscious effort to direct her attention to the fact that I wasn't a counsellor and although this research included people of different sexual orientations, was not exclusively focused on that particular issue. But

I was willing to provide her with some resources in the community where she could seek counselling.

I experienced terror because it dawned on me that some of the newcomers and immigrants in this community perceived me as an *expert* who had all the solutions to their problems. I began to doubt my decision of doing a quantitative piece. I felt guilty that this research did not give voice to newcomers' stories and lived realities even though I was confident that I had made the best decision under the circumstances. I could not escape the heavy sense of responsibility as a researcher as I watched the sun set in the horizon, the crowd beginning to disperse, and I began to dismantle the display board that proudly announced my name and included my contact information. I was accountable to these newcomers. The deep knowing that I did not have all the answers did not comfort me. The words of this immigrant woman "It is not just about me but about the future of my child that I left everything behind and came to this country" pierced my ears like needles. It is a phrase I have heard repeatedly from the newcomers who have surrendered their destiny to 'survival jobs' or to the state regulations that constrain their access to the labour market.

Personal is Political and Political is Personal:

There are other assertions that I have read or heard during this research that have made my heart race as if I were being chased by death herself. One such statement inscribed in the service providers' survey is: "Ask the newcomers to remember why they chose Canada and if they would feel better back home." It was written by a participant in response to reasons why newcomers would leave Brantford or the tri-county.

My response to this statement is “Yes! I remember”. I remember why I came to Canada. I remember the day I arrived in Canada. I remember it was cold. So cold. I remember sleeping near the phone waiting for someone, just anyone to hire me so that I won’t be sent ‘back home’. I remember my mother’s sudden demise and I could not fly back home to kiss her good-bye. I remember working for years with little or no pay. I remember being hungry in Canada. I remember being afraid to go to the food bank just in case they reported me to immigration officers. *Is this why I came to Canada?*

I also remember the day of my freedom. It was different. That night I slept with immigration papers held against my chest. I remember the beautiful transformation of Canada in the summer, my first summer in Montreal. I remember feeling free like the wind, believing I could achieve anything in this country. I could become a *somebody*. I remember my university graduation in Canada. I remember the applause at award ceremonies. I remember the kindness and love of my friends I met here. I remember my citizenship ceremony and I remember much more...

Will I feel better if I go back home? No! I cannot go back home. Are service providers cognizant of the loss in status, the loss of identity, the shame and other depressive effects that eat at the flesh of a newcomer due to unemployment, underemployment and unmet expectations of life in Canada? (Beiser & Hou, 2006; Bandari, 2006; Tang et al., 2007; Teo, 2007). Does that mean it is all right that I face oppression, discrimination, and my body is rendered ‘inferior’ and ‘lesser’ than a white Canadian? Is it all right that this difference is dictated in regards to my eligibility in political and social claims? (Bannerjee, 1996). Perhaps the reader can sense a tone of anger in my response. Yes! I am angry because I feel frustrated both as an immigrant and

as a researcher. I feel sad as a consumer of health services and as a provider. I feel torn between my desire to empower individuals and my powerlessness to do be able to do that effectively. Yes! For me and for many newcomers that I have met in this research *Personal is Political* and *Political is Personal*. I argue with Mullaly (2002) that the 'personal is political' analysis is useful in understanding all forms of oppression, especially with regards to work with visible minorities. It links the individual's situation such as isolation or marginalization to larger systemic barriers and examines how an individual's social environment shapes personality.

Metamorphosis: From a caterpillar to a butterfly:

In reflecting on the findings of this study and my experiences with CBPR partners and the larger Brantford community, I find the allegory of the metamorphosis of a caterpillar into a butterfly very fitting. In the life cycle of a monarch butterfly, Franklin (2001) explains, a full grown caterpillar leaves the milkweed plant and finds a safe place to pupate. At this stage of its development the caterpillar attaches itself to a twig or branch with the help of a silk-like mat that it weaves and hangs upside down in a J-shape for about one full day. At the end of that period the caterpillar sheds its skin for the last time and transforms into a beautiful butterfly inside the chrysalis²³. This metamorphosis would not be complete without optimum temperatures and other conditions necessary for the caterpillar's growth.

We can use this analogy to reflect upon the integration experiences of newcomers in society, and to explore if culturally competent training is sufficient to change people's attitude about the "other". For example, when I encountered the 'white jewelled woman,'

²³ Chrysalis is a jade green casing (pupa) under the caterpillar's skin.

what was the *real* reason behind her discomfort and non-acceptance of me? Why did the manager of the medical institute where I was hospitalised find it necessary to humiliate me? It is my belief that it was because their brain could not accept the image in front of their eyes. In my past encounters with them my subordinate status was a perfect fit of their image of *me*. They could see *me* clearly without any discord between their vision and beliefs. However, after I shed that subordinate skin and emerged from the chrysalis with the beautiful wings of my dream intact, their new vision and old beliefs were at odds with each other. They had trouble with the new image of *me*. They were caught between the subordinate me -- the caterpillar hanging upside down -- and the researcher -- the butterfly that had emerged from its chrysalis. This encounter had a profound impact on my image of me. I found myself once more embodying the crawling insect (caterpillar). I forgot that I had completed the metamorphosis -- I was a Canadian citizen, a researcher, a MSW student, and a PhD applicant. This experience is not unique to me. My conversations with members of the visible minority groups suggest that some of them also felt belittled in their social interactions with the members of the majority group. I believe that such experiences have the ability to delay or destroy the metamorphosis of the minority, the oppressed, and/or the subordinate 'other'.

Just as every caterpillar requires a safe place and optimum conditions to pupate, newcomers require opportunities that allow them to move beyond just 'getting by' or 'surviving' to finding their wings and flying. But the resistance of the privileged population to allow us to succeed keeps pushing us into the dungeon of oppression and pain. For example, the results of the question to the service providers, "Are you interested in helping newcomers integrate?" revealed that while 70% of the service

providers responded 'yes', surprisingly 8% responded 'No' and 22% responded 'Undecided'. Resisting the inhibitory power of my various labels -- visible minority, disabled, maid -- I will unequivocally state my belief that these responses explicitly demonstrate the resistance of some of the privileged members of this society to allow the subordinate 'other' to bloom. How can some service providers be 'undecided' in their desire to assist newcomers? What is the source of such indecision? Until the privileged members of this society are willing to challenge their discomfort when their image of the 'other' appears upside down, the successful integration of newcomers will remain an illusion. Until the service providers perceptions about the challenges that newcomers face in society are aligned with the lived realities of newcomers, the magical transformation into a beautiful winged creature will remain but a dream for many who have come to this land.

Linking Theory to Practice

Throughout the research process, in keeping with the tenets of anti-oppressive practice, I was mindful that oppressed people should be agents of their own change -- individual, structural, and social change (Mullaly, 2002). I tried to be cognisant of 'the world' (e.g. issues of power, marginalization), 'my world' (e.g. my values, my sources of knowledge), of the similarities and the contradictions between those worlds and how they influence social relationships (Kondrat, 1999, p. 465).

Penna (2004) argues that 'theory' should be used as a form of social action to give direction to what we do. Nevertheless, I found myself struggling to link theory to practice, to reconnect notions of political with the social, to understand the relationship between the state and the individual and to find a vehicle to transform micro-macro

relations. I was troubled that many of the social workers felt alienated and a sense of powerlessness in the face of many social problems in the community. It was disheartening to experience the aura of pessimism that loomed around some community agencies regarding funding cuts and case loads. Newcomers expressed feelings of marginalization and wanted a magical solution to their problems. I saw clearly the demarcation between the micro and the macro, and theory and practice that social work practitioners have been struggling to bridge (Kondrat, 1999).

Cognitively I understood the concept of 'insider/outsider' but when I was positioned vis a vis the various groups, it was then that I understood the relational aspect of research. For example, when I met with an ESL staff so that I could set up some time for her students to participate in the survey, I was completely unprepared for the response and hostility that I received from her. She told me that she mistrusted me and she did not feel safe to expose her students to an academic researcher. She dismissed me by stating, "I am very protective of *my* students." I had to physically remove myself from her presence as I was very upset and angry by her statement. I was agitated because a white heterosexual woman had just told me that she needed to protect *her* students from *me*. It wasn't long ago that I was a newcomer to this community and had faced many of the same struggles that some of the ESL students are now experiencing. I wondered if she even cared to ask the students about how they felt about voicing their opinion on the barriers that impacted them. Upon reflecting back to that incident I realize that this woman saw me as an *outsider* although I was part of the marginalized community of newcomers (Lee et al., 2002). This woman did not see me as an 'inferior being'. She saw me as an educator. The dark cloak of an academic researcher became the intruder in our

interaction and it was the only thing visible to this woman. She did not hear the passion in my voice, understand my past challenges as a newcomer, and did not see the colour of my skin – that continues to be both a source of pride and prejudice depending on my social location. I must add that although this relationship did not begin very well, it ended productively. This woman appeared to genuinely care about the students' well-being.

I contend with Wong (2004) that in its pursuit of social justice, critical social work requires us to go beyond objectifying the concepts of power, domination, marginalisation, inequity, privilege, etc. and to be willing to listen, be open, face our internal resistance, and risk learning through discomfort. My experience in this study expanded my understanding of power and privilege and allowed me to locate myself within the web of larger social and ideological structures. As I step back and observe my behaviour, affect, cognition, challenges, and accomplishments during the research process, I recognize that what people know depends on their social location, which is influenced by multiple factors such as access to power, ideology, opportunity, culture, etc. (Kondrat, 1999).

Building Vibrant Communities

The concept of community capacity has been defined differently by community workers, policy makers, theorists and practitioners. Yet, the common thread that appears in these definitions is that increasing a community's capacity is about improving the quality of life of individuals in these communities (Diers, 2004; also see Chaskin, Brown, Venkatesh, & Vidal, 2001; Kretzmann & McKnight, 1993; Labonte, 1999). Farmer (2005) defines community building as: "putting people together in such a way that they can create new conversations, new alliances, and new possibilities" (p.1).

The Canadian immigration policy has evolved from a 'race based' to a 'skill based' policy. But how beneficial is this policy to the individuals, the community, the state, and this country if those skills are not utilized effectively? The newcomers in this study arrived to Canada with hopes and dreams that their skills would be utilized and it would allow them to thrive in this country. The Canadian laws and discriminatory practices continue to exclude those who do not possess a white, heterosexual, able-bodied, male body. All other bodies get excluded. The further the *body* is from this criterion, the more it is excluded. Exclusion is an impostor with vicious powers of contamination that stops the growth of individuals and communities. It must be destroyed so it does not contaminate those still in the womb. Contemplating inclusion, she has wings to ascend people and communities to great heights.

I am grateful to Canada for my freedom. I believe in Canada. I am privileged to be a Canadian citizen. I would defend Canada against impostors that dare to cast an evil eye on her. I believe that together, immigrants, refugees, white, black, orange, able-bodied, strange bodies, maids and masters, researchers and subjects of enquiry, can break the chains and the shackles of exclusion. Solas (2008) makes an interesting argument that social workers must work with the political conviction that equality must be accorded to every individual not because of the virtue that people are equal, but by recognizing the significant inequalities that exist between human beings. It is only then that social work can seek an egalitarian form of social justice. It is my contention that it is important to validate the differences between people. However, we must also honour the common thread of humanity that binds us together as human beings. Most people, regardless of their background, country of origin or colour of their skin, desire love, peace and an

opportunity to achieve their full potential. We must challenge our old beliefs and ‘unlearn’, be willing to touch strange bodies, be patient and learn to listen to strange accents and accept multiple identities – however fractured they appear. It may be unsettling but in the era where a black woman is the Governor General of Canada, anything is possible. In the era where a black man is the President of the United States of America, everything is possible.

Yes! I have finally landed in Canada, a land of my freedom. I recognise the oppressor and the oppressed within me. I accept my multiple identities. Each of these identities makes me who I am. I encourage you to wake up each day and look at me and all whom you encounter from within your heart and from the depths of your soul...

Fractured Mirror

Look at me!
I am standing in front of you
I am the student sitting beside you
I am your peer
I am here, not far away in another land.

Touch me, I am real!
Not a fiction of your imagination.
Yes! I am the survivor of Childhood abuse
Yes! I am diagnosed with PTSD.
I am the face of your theory
I am the heartbeat of your case-study
I am your “client”
I am the population whom you wish to research
But, make no mistake,
That is not all that I am.

I am brave!
I am strong!
I graduated with honours in psychology
A Bachelor of Science in Chemistry.
I have won prestigious awards in Social Work
I have survived immigration
I am an advocate

I am a researcher
And someday, I aspire to be a professor.

But when you look at me
You see the mirror splintered
You cannot integrate my two faces
Face of PTSD and the face of a strong woman
Face of a client and the face of a social worker
Face of a survivor and the face of a researcher.
You victimize me again and again
By this dichotomy of "self" and "other"
The "healer" and the "the one who needs healing"
But, there is another truth
I can be both - a "client" and a "social worker"
A student and a teacher
A researcher and the subject of your enquiry.

I believe that healing is a journey
And not a fixed destination
And each of us can be both a therapist and a client
The oppressor and the oppressed.
And we must give ourselves and others the space to become
All that we are meant to be
To reach our goals and dreams.
To heal
And to be free of our pain, fears, and tears.

So, today, I ask you to gently extend your hand and touch me.
I am real. Not a figment of your imagination.
Look at me. I am real! I am standing in front of you.
But look at me with new eyes
That is free of your judgments'
So that you do not see the mirror fractured.
Because I believe that even if you and I achieve the dream of a PhD
Until we can break this dichotomy of 'self' and 'other'
The 'I' and 'them'
The 'expert' and the 'client'
I think that we cannot be true to the profession
Of Social Work
And truly make a real difference in this world
That is crying for your compassion, love, and understanding.

(Written and read by the author at the WLU Equity forum, 2009).

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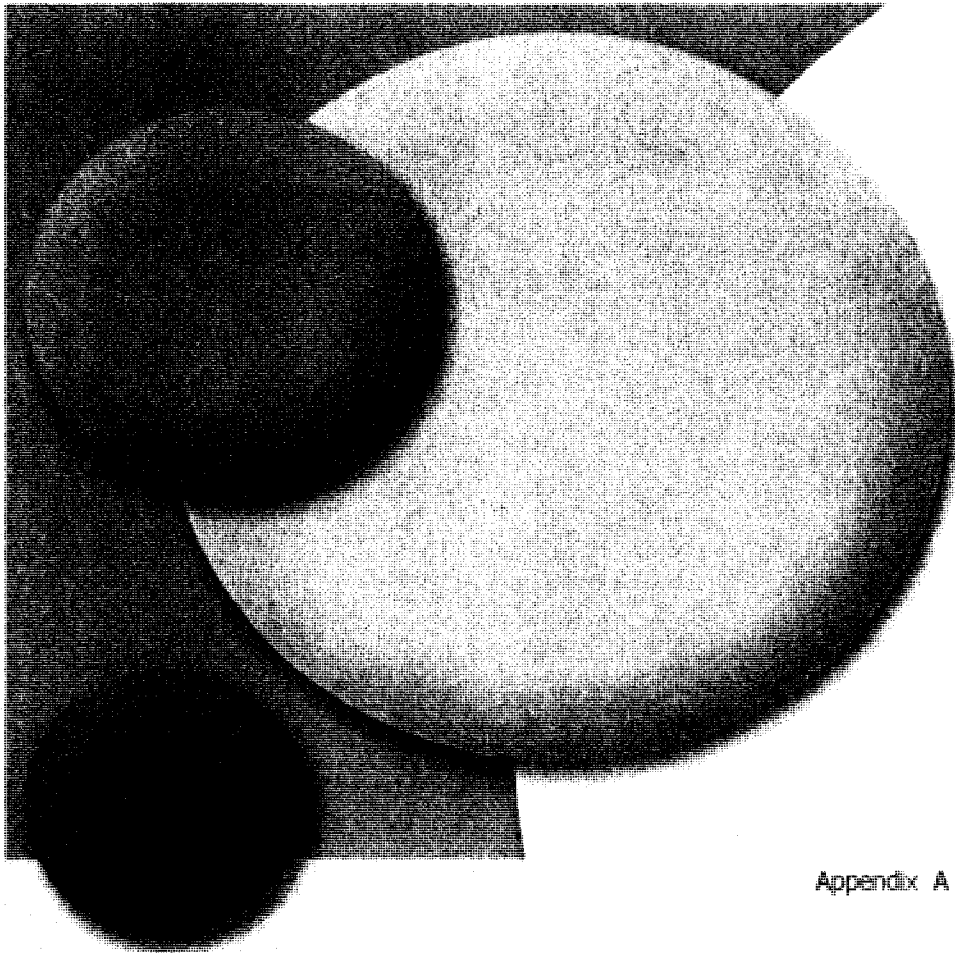
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LIST OF APPENDICES

- Appendix A: ISTEP Flyer
- Appendix B: Scoping Process
- Appendix C: Detailed Representation of the Cyclical Research Process
- Appendix D: Consent Form for Service Providers
- Appendix E: Consent Form for Newcomers – Paper Version
- Appendix F: Consent Form for Newcomers – Web Mail
- Appendix G: Survey Questionnaire for Service Providers
- Appendix H: Survey Questionnaire for Newcomers
- Appendix I: Recruitment Flyer for Newcomers
- Appendix J: Recruitment Letter for Service Providers
- Appendix K: Consent Form in Mandarin
- Appendix L: Mandarin Questionnaire
- Appendix M: Consent Form in Urdu
- Appendix N: Urdu Questionnaire
- Appendix O: Consent Form in Spanish
- Appendix P: Ethics Review Board Approval Letter
- Appendix Q: Circular Advise – Member of Parliament
- Appendix R: Press Release
- Appendix S: Advertisement - Open House in Brantford/Brant County
- Appendix T: Advertisement - Open House in Haldimand-Norfolk Counties
- Appendix U: List of Community Resources
- Appendix V: Demographics of Newcomers

Appendix W: Demographics of Agencies



Appendix A : ISTEP Flyer

ISTEP

**Immigrant Settlement Transition,
Employment and Partnerships
" A Community Partnership at Work "**

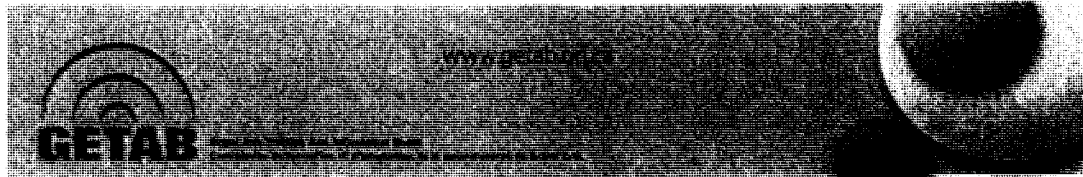


Grand Erie Training And Adjustment Board
Commission de formation et d'adaptation de la main-d'oeuvre du Grand Erie

1100 Clarence Street South, Suite 103B, Box 12, Brantford, ON N3S 7N8
T: 519-756-1116 F: 519-756-4663 E: getab@on.aibn.com

www.getab.on.ca





Introduction

Newcomers from over 100 countries, speaking over 70 languages call Grand Erie home. Arriving primarily from Mexico, United Kingdom, People's Republic of China, India, Pakistan, Viet Nam, South Korea, Poland, the variety of language, cultural, and educational backgrounds create the need for good social and employment supports. Without these types of programs, transition to the Canadian workplace is difficult.

During consultations in 2007 and 2008, the Brant, Haldimand and Norfolk community identified several challenges for newcomers.

1. The lack of skills training and educational bridging programs available to immigrants within the region
2. A lack of clear, comprehensive information about the services available
3. A lack of *advanced* workplace language training
4. The absence of a immigrant/community-based advisory

In recognition of the needs identified, the community agreed to establish a taskforce comprised of immigrant and community stakeholders to explore solutions to the above issues, and to raise the public's awareness of the talents, skills, and contributions immigrants make to vibrant communities.

Our Name

*Immigrant Settlement
Transition, Employment
and Partnerships*

Sometimes a name says it all. ISTEP reflects the vision, the mission and the objectives of the committee.





The Committee

In April 2007 a core working group, comprised of Ontario Works – Brantford, Brant, Y-Immigrant Settlement Services, The Brantford Mosque, GETAB, TD Canada Trust, and newcomers, Emily Bolyea-Kyere, Collins Yaw Kyere, and Bharati Sethi worked together to develop a membership list, taskforce name, and terms of reference.

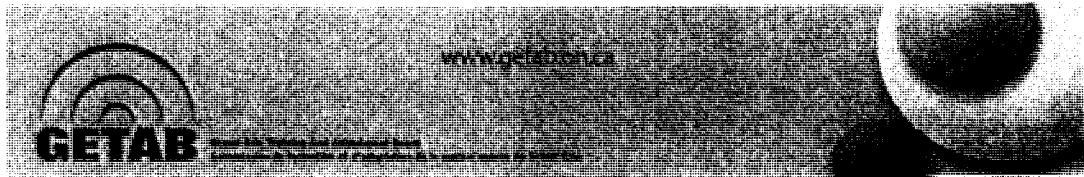
Committee Members	
Karen Williamson	Y Immigrant Settlement Services
Peter Van Meerbergen	Canada Trust
Sharon Rodobolski	Community Resource Services
Bharati Sethi	Newcomer, Master's Student (Researcher)
Emily Bolyea-Kyere	Newcomer
Collins Yaw-Kyere	Newcomer
Vinesh Bhagat	Newcomer
Rashda Rana	Newcomer
Jo-Anne Procter	Mohawk College
Nancy Huffman	Mohawk College-Employment Assessment Centre
Wanda Jacobs	Fanshawe College
Edward Shizha	Wilfrid Laurier University
Pearl Keba	Ontario Works Brant
Dr. Patricia Franklin	Probation and Parole
Anita Menon	Newcomer
Marlies Redekop	Grand Erie District School Board
Cindy Doyle	Training Visions
Carrie Sinkowski	Sexual Assault Centre

Our Vision

ISTEP will help newcomers in the City of Brantford, and the Counties of Brant, Haldimand and Norfolk to settle comfortably and to reach their maximum potential

Our Mission

ISTEP will support the successful integration of immigrants into our communities by facilitating the sharing of information and establishing diverse, effective partnerships



Our Objectives

ISTEP shall:

1. Advise on issues relating to the immigrant settlement in the following areas:
Social
Professional
Educational
Employment
2. Assist communities to develop and implement programs to orient newcomers to life in Canada especially in Brantford and the counties of Brant, Haldimand & Norfolk
3. Identify the gaps in services for newcomers and create solutions
4. Create strategies to increase awareness of services that are available in the community for newcomers
5. Develop strategies to increase cultural sensitivity and of adaptation challenges associated with the influx of newcomers
6. Evaluate ISTEP's progress annually or on an "as-needed" basis

A Work In-Progress

This dedicated committee has met seven times since April, thoughtfully considering their role, the outcomes they wish to accomplish, and strategies to achieve their goals.

Objective

Assist communities to develop and implement programs to orient newcomers to life in Canada

In late spring of 2007, the City of Brantford received funding to develop an "information portal" to attract newcomers to the region, and to provide immigrants and their families with the resources and information needed to transition successfully. **ISTEP** serves as the formal advisory, providing information and feedback on content, usability, and appearance.



Objective

Identify the gaps in services for newcomers and create solutions

As part of her Master's practicum, Bharati Sethi, newcomer and committee member is undertaking a comprehensive gaps analysis. Through a series of interviews, focus groups, and qualitative research, Bharati will identify gaps in the area of employment, training, education, social, and community supports. The project will run from March through April and will bring together a spectrum of stakeholder groups from the tri-county area.

Objective

Develop strategies to increase cultural sensitivity and of adaptation challenges associated with the influx of newcomers

ISTEP provides support and encouragement to other community partnerships that enhance the integration of newcomers into our local communities. Examples of such partnerships include

Women Welcoming Diversity – hosted by the Y Immigrant Settlement Services, women from diverse cultural backgrounds join together monthly to learn about Canada's employment and social culture. The lively, informative evenings provide women the opportunity to exchange ideas, build friendships, and practice English skills and network.

Host Program – hosted by Y Immigrant Settlement Services, the host program provides new immigrants and their families with a "mentor" individual and/or family.

The Road Ahead

ISTEP will continue to grow its' membership. Preliminary research indicates the need for continued work in the area of service delivery – particularly in the areas of bridging programs, advanced language skills, and exposure to the Canadian workplace.

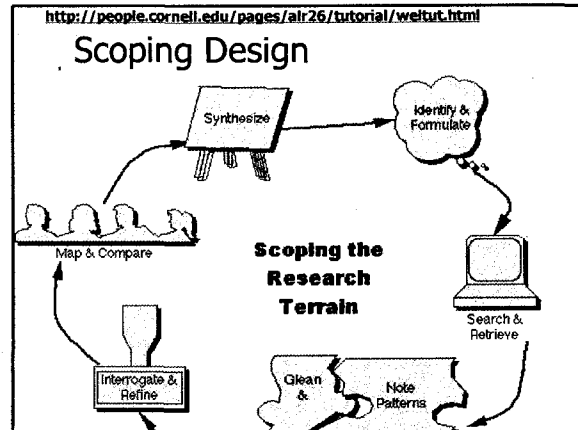
We anticipate that the gaps analysis will provide valuable data for informed planning and decision-making.

We invite all interested community members in joining ISTEP.

For more information, call Jill Halyk, Executive Director, GETAB at 519 756 1116 or email j.halyk@on.aibn.com

Scoping

Bharati Jessica Sethi
Phase 1 – Gap analysis
February 13, 2008



Purpose of the Assessment

Scoping is a Participatory Method for creating an interdisciplinary knowledge synthesis prior to formulating a research question and designing the project

<http://people.cornell.edu/pages/alr26/tutorial/weltut.html>

Two Samples

Service Providers

- 25 city/county service providers who are either working on a volunteer basis or are employed at agencies that directly or indirectly offer service to the immigrants. This sample also included retired service providers

Service users

- 25 immigrants: 19 immigrants who have been here for over 5 years, and 6 who have arrived in Canada within the last 5 years

AGENCY DEMOGRAPHICS

- Religious organisation
- Education institute
- Job search agencies
- Health agencies
- Police, Women's shelter, Legal services
- Social and Recreation
- Private and Non-profit organisation

Methodology

- Informal conversations
- Telephone, or in-person

Lickert Scale

- 1= Not important
 2= Somewhat important
 3 = Important
 4 = Extremely important
 5 = Mandatory

Responses Service Providers

	Lickert Response	Total # of Responses
Employment	5	10
Education	5	1
Training	5	4
Social	5	8
Health	5	2

Responses Service Users



	Lickert response	Total # of Responses
Employment	5	8
Education	5	2
Training	5	1
Social	5	9
Health	5	5

Comparison of Scores

Areas to explore	Service Provider %	Service User %
Employment		
Education	4	
Training	16	4
Social	32	
Health	8	


Unexplored area

How do you feel about Racism	Service Provider	Service User
Highly Prevalent	40 %	
Exists, but unaddressed	34%	
Subtle Racism	26%	
Does not exist	0%	

Correlation Analyses

- ✓ There appears to be a correlation between employment and social network
- ✓ Both service providers and service users emphasized exploring these two areas
- ✓ Racism was an area that wasn't explored but emerged in the conversation with both service users and service providers

Thank You



To all who were generous with their time.
You provided great insight.
I enjoyed our discussions

To Jill H. and Dr. Pat F. for your constant feedback

Appendix C
Detailed Summary of the Spiral Research Process

CYCLE 1

Reflecting: CBPR is initiated to ameliorate the community from the problems that it is facing (Park, 1999). In July 2006, immigrant-serving agencies wanted to respond effectively to the unmet needs of newcomers. A group of five concerned agency representatives met to discuss the potential challenges and opportunity of the changing demographics of Brantford. Jill Halyk, Executive Director of the Grand Erie Training Adjustment Board (GETAB), invited me to assist with newcomer integration. GETAB is a non-profit organization whose purpose is to strengthen communities by facilitating labour market analysis and engaging community partners in workforce development (GETAB, 2007). Prior to my involvement with ISTEP as a student/researcher, I first joined the committee as a concerned immigrant who had been living in Brantford for 14 years.

Planning: August 2007 saw the birth of the ISTEP taskforce. It included representations (service providers and newcomers) from the city of Brantford and the counties of Brant, Haldimand and Norfolk. Collaboratively, we formulated ISTEP's vision statement, goals and objectives. It was collectively agreed to find funding to conduct a Need Assessment. Although CBPR is becoming increasingly popular, research dollars are still allocated to universities and hospitals. Obtaining sufficient funding for CBPR projects is a major obstacle for communities (Flicker & Savan, 2006). GETAB stepped in to provide some funding for this research project.

Acting: In CBPR, the researcher understands and identifies with the problem that the community is facing, feels a sense of connection to the community, and gains trust of the stakeholders so that she/he can act as a catalyst to help the community act on the problem to create social change (Park, 1999). In January 2008, I stepped in as a student, motivated by my personal struggles and desire to help other newcomers. As a student specializing in the Community, Planning, Policy and Organization (CPPO) stream of social work, I was also motivated professionally to apply the theory in practice, in a context where I felt that I could learn from the experience and expertise of ISTEP members and from other people in this community.

Observing: Historically there is mistrust between academic institutions and community organizations as the academic culture of 'publish or perish' and disciplinary specializations discourage young researchers from engaging in CBPR (Flicker & Savan, 2006). I was excited that the ISTEP task force, Wilfrid Laurier University, and I were able to find constructive ways to collaborate and conduct the Needs Assessment research for newcomers as part of my MSW practicum.

Appendix C
Detailed Summary of the Spiral Research Process

CYCLE 2

Reflecting: In January 2008, we reflected on the initial problem of the growing ethno-cultural diversity in Brantford and its surrounding areas, and the lack of services for newcomers. At this stage, I thought that the problem was well articulated. There was a growing commitment from the ISTEP members towards taking action, and the committee had increased its member capacity and included newcomers.

Planning: February 2008, I facilitated open discussions with ISTEP members. I found that the solutions we were seeking led me to reflect back and question the very premise upon which the problem was formulated (Park, 1999). I questioned, for example, the concept of “Needs Assessment” and voiced my concerns openly to the ISTEP members that I would like to formulate the research question from a strength-based perspective.

Traditional research tends to pathologize the service users, and often does not take into consideration the systemic barriers that contribute to the marginalization of certain individuals/groups in society, while CBPR models promote health of the individual and the community (Chávez et al., 2004). In keeping with these canons of CBPR, I wanted to recognize and tap into the community assets, social networks and experience in the assessment, planning, and implementing of the research design (Flicker & Savan, 2006; Park, 1999; Schultz, Kreiger & Galea, 2002).

As an anti-oppressive researcher engaged in a CBPR, it was essential for me to frame the research question in a manner that reflected a collective community exploration into the supports that were available in this area. Additionally, I did not want to imply blame on the newcomers or the immigrant serving agencies for the lack of settlement and integration services in these areas. I favoured a strength-based and collaborative approach to the research. This led to the decision of the ISTEP members that I should go beyond the input of this task force and explore the most important variables that would address the gaps in services for newcomers. I approached that task through the process of Scoping (Please see appendix A).

Observation: We reflected back to the research variables that were identified earlier.

Action: In early March 2008, the results from the “Scoping” helped to create new knowledge and redefined the areas to be explored in this study.

Appendix C
Detailed Summary of the Spiral Research Process

CYCLE 3: We seemed to go back and forth from *reflection* to *action* and then reflecting again on the *new action* (Denzin & Lincoln, 2005). After several meetings, at the end of March 2008, the survey questionnaire was developed. The ISTEP committee reviewed it and in April 2008, I received ethics clearance from the WLU Ethics Review Board.

WILFRID LAURIER UNIVERSITY
Appendix D: INFORMED CONSENT STATEMENT -Service Providers

Let's talk: Newcomers Settlement and Integration survey

Hello Agency/Organization representatives:

My name is Bharati Sethi. I am a graduate student in the Master in Social Work Program (MSW) at the Wilfrid Laurier University. I am working with Dr. Martha Kuwee Kumsa, a professor of Social Work at the Wilfrid Laurier University as my collaborative advisor. She can be contacted at 519-884-1971 extension 5227. I'm writing to invite you to participate in a research that is exploring the settlement and integration experiences of newcomers in Brantford, and counties of Brant-Haldimand-Norfolk.

This research is conducted by Grand Erie Training and Adjustment Board (GETAB). For this research I will be surveying approximately 50 service providers and 100 newcomers. I am the Principal Investigator of this research, conducting it as part of my MSW practicum and Thesis requirements. It is a community-based participatory research that is supported, and partly funded by the newcomer's task-force *ISTEP: Immigrant, Settlement, Transition, Employment, and Partnership (ISTEP)*. The overall goal of this study is to explore the supports that are available and required to facilitate the settlement and integration of newcomers in Brantford, and Brant-Haldimand-Norfolk counties.

Please read this form carefully before proceeding to the questionnaire:

Survey details: The study will be conducted using online surveys, all of which are hosted on a secure website. The total time commitment for each participant will be about 20-30 minutes. You can complete this survey by linking to:

http://www.surveymonkey.com/s.aspx?sm=j1yqZUPhyqLJxTus3QcoHw_3d_3d

Eligibility: To be eligible for this study you are currently employed or in the past have worked in a for-profit or non-profit agency/organization that serves newcomers in Brantford, or the counties of Brant-Haldimand-Norfolk. For the purpose of this study, the term "**newcomer**" refers to recent immigrants, conventional refugees, refugee claimants, and other foreign born persons who arrived in Canada within the last 5-years, are 18 years or older, and reside in Brantford, or the counties of Brant, Haldimand, or Norfolk.

Risks and Benefits: If you decide to participate, you will be asked to answer some questions about both the supports and barriers that you have experienced in settling or integrating in this community. This study covers five areas: *Education, Employment, Training, Health, and Social*. The benefits of your participation are many such as accurate assessment of settlement services, fostering integration, and improving collaboration between community agencies.

Confidentiality All the answers to the survey questions are anonymous and will remain confidential. Your name, your organization's name, and any identifying details **will not** be included in the findings. Further, no individual result will be included in the report, only aggregate results will be reported. All data collected through online survey will be kept in a secure electronic file, accessible only to the researcher, her advisor, and ISTEP committee members in the ISTEP office for a period of 5-years. All surveys will be destroyed in 1 year.

Compensation: For participating in the study all participants will be eligible to enter in three cash draws of \$50.00 each. If you wish to enter the draw please fill the contact information form at the end of the questionnaire. Email address and contact information will be stored separately from survey data to ensure confidentiality. If you win one of the draws, you will be notified by phone or e-mail that you have provided around the second week of September 2008.

WILFRID LAURIER UNIVERSITY

Appendix D: INFORMED CONSENT STATEMENT -Service Providers

Contact: Should you have questions or concerns, please contact me at 519-758-5473. This project has been reviewed and approved by the University Research Ethics Board. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Dr. Bill Marr, Chair, University Research Ethics Board, Wilfrid Laurier University, (519) 884-0710, extension 2468.

Participation: We feel that your participation in this study is very important and it will draw attention to the gaps in services for newcomers in this area. But, your participation is voluntary; and if you decide not to participate there will be no consequences to you. If you decide to participate, you may withdraw from the study at any time without any consequences to you. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed. Although we believe that each question is valuable in exploring the settlement supports of newcomers, you have the right to omit any question(s) you choose. Participation in the questions is not mandatory. You can skip some of the questions without answering and/or change your mind about previous answers.

Feedback and Publication findings: A summary of research findings will be shared with the members of the ISTEP task-force, presented to local organizations at community meetings and will be available to immigrant serving agencies, local organisations, and other interested agencies. When the study is completed, a summary of the research findings will be posted on this website, or can be mailed to you upon your request.

Consent: I have read and understood the above information. I have received a copy of this form. I agree to participate in this study

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

I would like to receive a copy of the final report

Participant's name: _____ Telephone number: _____

Mailing address: _____

E-mail address: _____

Please enter my name in the cash draw

Participant's name: _____ Telephone number: _____

Mailing address: _____

E-mail address: _____

WILFRID LAURIER UNIVERSITY
INFORMED CONSENT STATEMENT –Newcomers – Paper version

APPENDIX E Let's talk: Newcomers settlement and integration survey

Hello Sir/Madam:

My name is Bharati Sethi. I am a graduate student in the Master in Social Work Program (MSW) at the Wilfrid Laurier University. I am working with Dr. Martha Kuwee Kumsa, a professor of Social Work at the Wilfrid Laurier University as a collaborative advisor. She can be contacted at 519-884-1971 extension 5227. I'm writing to invite you to participate in a research that is exploring the settlement and integration experiences of newcomers in Brantford, and counties Brant-Haldimand-Norfolk.

This research is conducted by Grand Erie Training and Adjustment Board (GETAB). I am the Principal Investigator of this research, conducting it as part of my MSW practicum and Thesis requirements. It is a community based participatory research that is supported, and partly funded by the newcomer's task-force *ISTEP: Immigrant, Settlement, Transition, Employment, and Partnership (ISTEP)*. For this research I will be surveying approximately 50 service providers and 100 newcomers. The overall goal of this study is to explore the supports that are available and required to facilitate the settlement and integration newcomers in Brantford, and Brant-Haldimand-Norfolk counties.

Please read this form carefully before proceeding to the questionnaire:

Survey details: The study will be conducted using self-administered questionnaire. The total time commitment for each participant will be about 45-60 minutes.

Eligibility: To be eligible to participate in this study, you must fulfill the following criteria: you are a recent immigrant, conventional refugee, refugee claimant, and/or other foreign born persons who has arrived in Canada within the last 5-years; you are 18 years or older; of any gender; and currently live in Brantford, or the county of Brant, Haldimand, or Norfolk.

RISKS AND BENEFITS: If you decide to participate, you will be asked to answer some questions about both the supports and barriers that you have experienced in settling or integrating in this community. This study covers five areas: *Education, Employment, Training, Health, and Social*. While the benefits of your participation are many such as accurate assessment of settlement services, fostering integration, and increasing collaboration between community agencies. I do not anticipate any risk you might encounter as a result of your participation in this research. But if you do experience any distress please contact the Brant Mental Health Crisis Response Line at 519-752-CARE (2273)

Confidentiality All the answers to the survey questions are anonymous and will remain confidential. Your name and any identifying details *will not* be included in the findings. Further, no individual result will be included in the report, only aggregate results will be reported. All data collected will be kept in a secure electronic file, accessible only to the researcher, her supervisor, and ISTEP committee members in the ISTEP office. All surveys will be destroyed in 1 year. The data from this study will be stored for a period of 5-years.

Compensation: For participating in the study all participants will be eligible to enter in three lottery draws for a chance to win \$50.00. If you wish to enter the draw please fill the contact information form at the end of the questionnaire. Email address and contact information will be stored separately from survey data to ensure confidentiality. If you win one of the draws, you will be notified by phone, mail, or e-mail that you have provided around the second week of September 2008.

Contact: Should you have further questions or concerns, please contact me at 519-758-5473. This project has been reviewed and approved by the University Research Ethics Board. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Dr Bill Marr, Chair, University Research Ethics Board, Wilfrid Laurier University, (519) 884-0710, extension 2468.

WILFRID LAURIER UNIVERSITY
INFORMED CONSENT STATEMENT –Newcomers – Paper version

Participation: We feel that your participation in this study is very important and it will draw attention to the gaps in services for newcomers in this area. But, your participation is voluntary; and if you decide not to participate there will be no consequences to you. If you decide to participate, you may withdraw from the study at any time without any consequences to you. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed. Although we believe that each question is valuable in exploring the settlement supports of newcomers, you have the right to omit any question(s) you choose. Participation in the questions is not mandatory. You can skip some of the questions without answering and/or change your mind about previous answers.

Feedback and Publication findings: A summary of research findings will be shared with the members of the ISTEP task-force presented to local organizations at community meeting and will be available to immigrant serving agencies, local organisations, and other interested agencies. When the study is completed, a summary of the research findings will be posted on this website, or can be mailed to you upon your request.

Consent: I have read and understood the above information. I have received a copy of this form. I agree to participate in this study

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

If you'd like to receive a copy of the findings from this project, please write below your name and mailing address:

I would like to receive a copy of the final report

Participant's name: _____	Telephone number: _____		
Mailing address: _____			
E-mail address: _____			
I prefer to be contacted by	mail <input type="checkbox"/>	E-mail <input type="checkbox"/>	phone <input type="checkbox"/>

Please enter my name in the lottery draw

Participant's name: _____	Telephone number: _____
Mailing address: _____	
E-mail address: _____	

WILFRID LAURIER UNIVERSITY
INFORMED CONSENT STATEMENT -Service Users – using Webmail

APPENDIX F **Let's talk: Newcomers settlement and integration survey**

Hello Sir/Madam:

My name is Bharati Sethi. I am a graduate student in the Master in Social Work Program (MSW) at the Wilfrid Laurier University. I am working with Dr. Martha Kuwee Kumsa, a professor of Social Work at the Wilfrid Laurier University as my collaborative advisor. She can be contacted at 519-884-1971 extension 5227. I'm writing to invite you to participate in a research that is exploring the settlement and integration experiences of newcomers in Brantford, and counties Brant-Haldimand-Norfolk.

This research is conducted by Grand Erie Training and Adjustment Board (GETAB). I am the Principal Investigator of this research, conducting it as part of my MSW practicum and Thesis requirements. It is a community based participatory research that is supported, and partly funded by the newcomer's task-force *ISTEP Immigrant, Settlement, Transition, Employment, and Partnership (ISTEP)*. For this research I will be surveying approximately 50 service provider and 100 newcomers. The overall goal of this study is to explore the supports that are available and required to facilitate the settlement and integration newcomers in Brantford, and Brant-Haldimand-Norfolk counties.

Please read this form carefully before proceeding to the questionnaire:

Survey details: The study will be conducted using online surveys, all of which are hosted on a secure website. The total time commitment for each participant will be about 45 minutes. You can complete this survey by linking to: http://www.surveymonkey.com/s.aspx?sm=03DxJ66vbKKIfY3rbZQLpg_3d_3d

Eligibility: To be eligible to participate in this study, you must fulfill the following criteria: you are a recent immigrant, conventional refugee, refugee claimant, and/or other foreign born persons who has arrived in Canada within the last 5-years; you are 18 years or older; of any gender; and currently live in Brantford, or the county of Brant, Haldimand, or Norfolk.

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Confidentiality All the answers to the survey questions are anonymous and will remain confidential. Your name and any identifying details *will not* be included in the findings. Further, no individual result will be included in the report, only aggregate results will be reported. All data collected through online survey will be kept in a secure electronic file, accessible only to the researcher, her supervisor, and ISTEP committee members in the ISTEP office. All surveys will be destroyed in 1 year. The data from this study will be stored for a period of 5-years.

Compensation: For participating in the study all participants will be eligible to enter in three lottery draws for a chance to win \$50.00. If you wish to enter the draw please fill the contact information form at the end of the questionnaire. Email address and contact information will be stored separately from survey data to ensure

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confidentiality. If you win one of the draws, you will be notified by phone, mail, or e-mail that you have provided around the second week of September 2008.

Contact: Should you have further questions or concerns, please contact me at 519-758-5473. This project has been reviewed and approved by the University Research Ethics Board. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Dr. Bill Marr, Chair, University Research Ethics Board, Wilfrid Laurier University, (519) 884-0710, extension 2468.

Participation: We feel that your participation in this study is very important and it will draw attention to the gaps in services for newcomers in this area. But, your participation is voluntary; and if you decide not to participate there will be no consequences to you. If you decide to participate, you may withdraw from the study at any time without any consequences to you. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed. Although we believe that each question is valuable in exploring the settlement supports of newcomers, you have the right to omit any question(s) you choose. Participation in the questions is not mandatory. You can skip some of the questions without answering and/or change your mind about previous answers.

Feedback and Publication findings: A summary of research findings will be shared with the members of the ISTEP task-force presented to local organizations at community meeting and will be available to immigrant serving agencies, local organisations, and other interested agencies. When the study is completed, a summary of the research findings will be posted on this website, or can be mailed to you upon your request.

Consent: I have read and understood the above information. I have received a copy of this form. I agree to participate in this study

Participant's signature _____ Date _____

Investigator's signature _____
Date _____

If you'd like to receive a copy of the findings from this project, please write below your name and mailing address:

I would like to receive a copy of the final report

Participant's name: _____ Telephone number: _____

Mailing address: _____

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E-mail address: _____

I prefer to be contacted by mail E pl

Please enter my name in the lottery draw

Participant's name: _____ Telephone
number: _____

Mailing address: _____

E-mail address: _____

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

1. Appendix G - Survey Questionnaire for Service Providers

If you wish to participate in this study, please indicate "yes"

1. Do you give your consent to participate in this study?

Yes

No

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

2. Demographics

Thank you for your participation in this survey.

This sections asks you some questions related to your agency/organisation.

1. Please indicate if your agency/organisation constitutes a

For Profit organisation

Non-Profit organisation

Other (please specify)

2. This agency/organisation can be categorised as ...Please mark all that apply.

Law enforcement (e.g. police, parole officers)

Community organization (e.g., YMCA/YWCA, community centre)

Health care (e.g., hospital, mental health, dental)

Church or other religious group (e.g., temple, synagogue, mosque)

Youth organization (e.g., Scouts, Guides, Boys and Girls club)

Social services

Ethnic or immigrant organization

Job related association (e.g., Union, professional association)

Women's services (e.g., shelter)

Sports club or team

Political or citizen's group

Business organization

Hobby club (e.g., garden club)

Groups related to children's school

Industry

Cultural group (e.g., dance troupe, choir, film, art or drama club)

Financial institute (e.g., Bank)

Manufacturing

Service club (e.g., Kiwanis, Rotary, and Hospital auxiliary)

Educational institute (e.g., college, university, board of education)

Retail

Other (please specify)

3. Your agency/organization resides in... Please mark all that apply

Brantford

Brant

Haldimand

Norfolk

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

4. Most of the newcomers that the agency/organization assists are

- | | | |
|--|---|---|
| <input type="checkbox"/> Canadian citizens | <input type="checkbox"/> Refugees | <input type="checkbox"/> Student with visas |
| <input type="checkbox"/> Landed immigrants | <input type="checkbox"/> Persons with a work permit | <input type="checkbox"/> Visitors |

Other (please specify)

5. Most of the newcomers that the agency/organization assists are

- Individuals - mostly male
- Individuals - mostly female
- Individuals -fairly equal mix of both
- Families
- Communities

Other (please specify)

6. Most of the newcomers that the agency/organization assists are

- under 15 years
- 15-24 years
- 25-34 years
- 35-44 years
- 45-55 years
- 55 and over

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

7. Most of the newcomers that the agency/organization assists have migrated from....Please mark all that apply

- China
- Hong Kong
- India
- Pakistan
- Philippines
- South Korea
- Iran
- Taiwan
- Russian Federation
- Romania
- Sri Lanka
- France
- Yugoslavia (Montenegro, Serbia)
- Bosnia and Herzegovina
- Afghanistan
- United States
- United Kingdom (England, Scotland, Wales, Northern Ireland, Isle of Man, Channel Islands)

Other (please specify)

8. This agency/organisation provides these services...Please mark all that apply

- | | | |
|--|--|--|
| <input type="checkbox"/> How to find housing | <input type="checkbox"/> How to access language training | <input type="checkbox"/> How to receive basic needs and services (e.g., food, clothes) |
| <input type="checkbox"/> How to look for a job | <input type="checkbox"/> How to get education credentials/work experience assessed | <input type="checkbox"/> How to contact immigration agencies |
| <input type="checkbox"/> How to apply for a medical care card or to access medical care services | <input type="checkbox"/> How to contact a lawyer or get legal aid | <input type="checkbox"/> How to manage your finance |

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

3. Education and Training

This area covers questions on Education and Training

Education refers to:

- 1) the formal education that the individual has attained through a credited academic institute, and
- 2) it leads to the completion of a certificate, diploma, degree, or a doctorate (elementary school, high school, college, and university). This definition also includes professional certification of residency programs in various dental, medical and veterinary specializations

Training refers to:

- 1) attainment of a pre-determined objective or set of objectives through an educational or other for-profit or non-profit institute, for profit or non-profit organisation and,
- 2) It leads to a credit or non-credit certificate, diploma, degree, post-degree, doctorate or professional certification. This definition also includes completion of personal interest and leisure programs

1. Most of the newcomers that the agency/organization assists speak English and/or French

- Poorly
- Fairly well
- Well
- Very well
- Don't know

Other (please specify)

2. In your experience please rate how easy/difficult it is for newcomers to get the education from their country of origin accredited in Brantford and/or the counties of Brant-Haldiman-Norfolk?

- Very easy
- Easy
- Somewhat easy
- Undecided
- Very difficult
- Difficult
- Somewhat difficult

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

3. In your experience, how easy/difficult is it for a newcomer to attend a training or take a course?

	Very easy	Easy	Somewhat easy	Undecided	Very difficult	Difficult	Somewhat difficult
Language training/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment training/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational training/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal interest/Hobby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>						

4. In your experience what are the challenges that newcomers report in attending training or taking courses?

	Strongly agree	Agree	Somewhat agree	Undecided	Strongly disagree	Disagree	Somewhat disagree
Not able to navigate the internet (e.g., fill on-line application forms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication problems (e.g., language barrier)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not knowing where to find courses or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not knowing how to find out about these training schedules (e.g., start date of the course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lack of courses/courses are full/waiting list is too long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time constraints (e.g., family, work or other responsibilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial constraints (e.g., costs were too high; funding was no longer available, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to find/afford child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation constraints (e.g., do not have a driving license or reliable transportation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff do not have the skills to help them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural barriers (e.g., difference between Canadian and newcomers work values)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., treated unfairly due to their accent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>						

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

4. Employment

This section asks you questions related to employment.

Employment includes newcomers who are temporarily laid off, or currently working in

- 1) part-time, full-time, seasonal, or contract work in the paid labour force or
- 2) in private or public sectors, industry, trade, or organization/agency.

1. In your opinion, what are the major barriers that newcomers experience in seeking employment?

	Strongly agree	Somewhat agree	Agree	Undecided	Strongly disagree	Disagree	Somewhat disagree
Not fluent in English and/or French (verbal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not fluent in English and/or French (written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication problems (work-place terminology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not able to navigate the internet (e.g., fill on-line application)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation constraints (e.g., do not have a drivers licence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., treated unfairly by staff/clients due to their accent/ethnicity/gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not employed in their field of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural barriers (difference between Canadian and employee's cultural work values)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>						

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

2. In your opinion, what are the major barriers that newcomers experience in being promoted?

	Strongly agree	Somewhat agree	Agree	Undecided	Strongly disagree	Disagree	Somewhat disagree
Not fluent in English and/or French (verbal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not fluent in English and/or French (written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication problems (work-place terminology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not able to navigate the internet (e.g., fill on-line application)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation constraints (e.g., do not have a drivers licence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., treated unfairly by staff/clients due to their accent/ethnicity/gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having a job in their field of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural barriers (difference between Canadian and employee's cultural work values)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

3. In your experience, what are the major reasons that your clients report dissatisfaction with their current or past employment?

	Strongly agree	Agree	Somewhat agree	Undecided	Strongly disagree	Disagree	Somewhat disagree
Poor pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough hours of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor physical conditions (e.g., bad ventilation, too noisy, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., treated unfairly due to their accent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of opportunities for advancement/promotion/development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with work load/responsibilities (e.g., not enough, too much)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Position was not in area of specialization/expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job was not a desired profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overqualified for this type of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location was not convenient (e.g., too far from home)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural barriers (e.g., difference between Canadian and newcomers work values)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

4. In your experience would volunteering be useful to newcomers?

	Very useful	Useful	Somewhat useful	Undecided	Not useful	Not very useful	Not useful at all
To get Canadian work experience/references	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop/increase job skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Only way they could work in their field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To meet people from their own culture/ethnic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To practice English/French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help an organization/other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

5. How satisfied would you say most of the newcomers are in their current employment?

- Very satisfied
- Satisfied
- Somewhat satisfied
- Not very satisfied
- Not satisfied at all
- Don't know
- Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

5. Health

Thank you for your valuable insight. This section covers areas on newcomers Physical/Mental health

Health refers to:

- 1) a state of mental, physical, and social well-being
- 2) an absence of disease, and
- 3) a capacity to meet and adapt to life's challenges and pursue one's education, employment, and/or personal goals/dreams.

1. In general would you say that the health of the newcomers that you serve is

	Excellent	Very good	Good	Fair	Poor	Don't know
Mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

2. In general would you say that the newcomers that you serve are physically

- Very active
- Active
- Somewhat active
- Very inactive
- Inactive
- Somewhat inactive
- Don't know

Other (please specify)

3. In general would you say that the newcomers that you serve are

- Very happy and interested in life
- Happy and interested in life
- Somewhat happy and interested in life
- Very unhappy and disinterested in life
- Unhappy and disinterested in life
- Somewhat unhappy and disinterested in life
- Don't know

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

4. Would you say that most of the newcomers that you serve are familiar with health services(mental and/or physical) e.g., Public Health Unit, Urgent Care, Flu clinics etc.?

	Yes	No	Don't know
Physical health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)			

5. In your opinion, what are the major barriers that the newcomers experience in accessing health services (physical and/or mental)?

	Strongly agree	Agree	Somewhat agree	Undecided	Strongly disagree	Disagree	Somewhat disagree
Cultural barriers(e.g., does not trust the health care system)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not think it's a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment status (e.g., unemployment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., treated unfairly due to their ethnicity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language barrier(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stigma of mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unaware of the services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial situation (e.g., no drug/dental plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation (e.g., do not have a driving license)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Own work situation (e.g., hours of work, working conditions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time pressures/not enough time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal or family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)							

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

6. Thinking about the main sources of stress, what would you say are the MOST IMPORTANT factors contributing to feelings of stress in the newcomers that you serve?

	Strongly agree	Agree	Somewhat agree	Undecided	Strongly disagree	Disagree	Somewhat disagree
Time pressures/not enough time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Own physical health problem or condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Own emotional or mental health problem or condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial situation (e.g., not enough money, debt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Own work situation (e.g., hours of work, working conditions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education (e.g., upgrading credentials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

6. Social support

Thank you for completing the previous sections. This is the last section and is related to social support.

Social support includes:

1. A sense of community – people feel that they belong to or fit in the neighbourhood, e.g., they are included in social, and civic life.
2. Confidence that availability and accessibility to the formal and informal supports (such as a network of family, co-workers, friends, ethnic community, agency, etc.) in the host society community will help the person to integrate.

1. In your experience do you think that most of the newcomers in Brantford or in the County of Brant, Haldimand, or Norfolk, have experienced discrimination or been treated unfairly by the community because of their ethnicity, culture, race or skin color, language or accent or religion?

- Yes
- No
- Don't know

Other (please specify)

2. If you answered NO to question # 1, please skip this question and move to question # 3

If you answered YES to question #1, where do you think the newcomers in Brantford or in the County of Brant, Haldimand, or Norfolk, have experienced discrimination or been treated unfairly by the community because of their ethnicity, culture, race or skin color, language or accent or religion?

- At work/place of employment
- In School or other academic institution
- Neighbourhood
- Social service agencies
- Shopping malls
- Government offices
- In the community

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

3. In your experience do you think newcomers feel a sense of connection or belonging to...

	Very connected	Connected	Somewhat connected	Not very connected	Not connected at all
Their ethnic community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To larger community of Brantford or Brant-Haldimand-Norfolk counties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In your experience, what are some of the ways that the host community of Brantford, or the County of Brant, Haldimand or Norfolk can help newcomers settle here?

	Strongly agree	Agree	Somewhat agree	Undecided	Strongly disagree	Disagree	Somewhat disagree
More and better collaboration between community agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a greater representation of newcomers in community committees related to issues about immigration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Lobbying (e.g., increase the number of Family class applicants to Canada)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The City should take an active role in attracting newcomers to this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Action-oriented research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious leaders of ethnic groups should play an active role in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More culturally competent services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating more jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing foreign credentials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting newcomers financially through government grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting newcomer entrepreneurs to settle in Brantford	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having specialized programs for women migrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage greater collaboration between parents and teachers to help the newcomer child/youth to reach her/his potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

5. Please indicate if you are in favor of or against this statement.

A multicultural centre in Brantford and/or the County of Brant, Haldimand or Norfolk would facilitate the integration and settlement experience of newcomers.

- Strongly in favor of
- In favor of
- Neither in favor of nor against
- Against
- Strongly against

Other (please specify)

6. How interested would you say you are personally in helping newcomers integrate in this area (for example, be a mentor/volunteer your time)?

- Very interested
- Interested
- Somewhat interested
- Undecided
- Not very interested
- Not at all interested

Other (please specify)

Lets Talk: Newcomer Settlement and Integration Survey(agencies)

7. In your opinion what would be the main reason for newcomers moving out of Brantford or the County of Brant, Haldimand, or Norfolk?

	Strongly agree	Agree	Somewhat agree	Undecided	Strongly disagree	Disagree	Somewhat disagree
To be closer to better schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To is closer to work or study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find cheaper or better quality housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find better neighborhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find safer neighborhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find work or better employment prospects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have access to health care or better quality health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be closer to their temple, or place of worship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural barriers (e.g., difference between Canadian and newcomers work values)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be closer to family, friends, and their ethnic organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., treated unfairly due to their ethnic origin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

7. Did not give consent

If you answered "NO" to giving consent then it means that you have indicated that you do not wish to continue
Thank you!

For those who have indicated "yes" please click " Done"
Thank you!

Lets Talk: Newcomer Settlement and Integration survey

1. Appendix H - Survey Questionnaire for Newcomers

Please indicate "yes" if you wish to participate in this survey

*** 1. Do you give your consent to participate in this survey?**

Yes

No

Lets Talk: Newcomer Settlement and Integration survey

2. Demographics

Thank you for participating in this survey.

In this section, I will ask you some questions about yourself.

1. In which city/town do you live?

- City of Brantford
- Brant County
- Haldimand County
- Norfolk County

2. How long have you lived here?

3. What is your current immigration status?

- Canadian citizen
- Landed immigrant
- Refugee
- Have a Work Permit
- Have a Student visa
- Visitor

Other (please specify)

4. What is your gender?

5. What is your country of birth?

6. How old are you?

- 15-24 years
- 25-34 years
- 35-44 years
- 45-54 years
- 55 and over

Lets Talk: Newcomer Settlement and Integration survey

7. What is your marital status? (Same-sex relationship/Opposite sex relationship)

- Single
- Never Married
- Married
- Divorced
- Separated
- Widowed
- Living common-law (living with a partner for greater than 12 months)

Other (please specify)

8. What language/s do you speak most often at home?

9. What is your annual income? (Before taxes)

- No income
- under \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$59,999
- \$60,000 to \$69,999
- \$70,000 and over

Other (please specify)

Lets Talk: Newcomer Settlement and Integration survey

3. Education and Training

This section covers questions on Education and Training.

Education refers to:

- 1) the formal education that an individual has attained through a credited academic institute, and
- 2) it leads to the completion of a certificate, diploma, degree, or a doctorate (elementary school, high school, college, and university). This definition also includes professional certification of residency programs in various dental, medical and veterinary specializations

Training refers to

- 1) attainment of a pre-determined objective or set of objectives through an educational or other for-profit or non-profit institute, for profit or non-profit organisation, and
- 2) it leads to a credit or non-credit certificate, diploma, degree, post-degree, doctorate or professional certification. This definition also includes completion of personal interest and leisure programs

1. This question asks you about your language skills

	poorly	fairly well	well	very well
How well did you speak English/French before arriving in Canada?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well did you write English/French before arriving in Canada?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well do you speak English and/or French now?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well do you write English and/or French now?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What is your level of formal education?

- | | |
|--|---|
| <input type="radio"/> No education | <input type="radio"/> University - Bachelor degree |
| <input type="radio"/> Primary school/Elementary school (up to 14-15 years) | <input type="radio"/> University -Masters degree |
| <input type="radio"/> Secondary school/High School (15+ years) | <input type="radio"/> University -Doctorate degree |
| <input type="radio"/> Community College | <input type="radio"/> Trade certificate or apprenticeship completed |

Other (please specify)

3. In what country or countries did you attain this education?

Lets Talk: Newcomer Settlement and Integration survey

4. Have you taken any training courses after arriving in Brantford, or the County of Brant, Haldimand, or Norfolk?

	Yes	No
Language training	<input type="radio"/>	<input type="radio"/>
Educational training	<input type="radio"/>	<input type="radio"/>
Employment training	<input type="radio"/>	<input type="radio"/>
Personal interest/hobby	<input type="radio"/>	<input type="radio"/>
Other (please specify)		
<input style="width: 100%;" type="text"/>		

5. In your experience, how easy/how difficult do you think it is to attend a training or take a course in Brantford, or the County of Brant, Haldimand, or Norfolk?

	Very easy	Easy	Somewhat easy	Very difficult	Difficult	Somewhat difficult	Don't know
Language training/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational training/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment training/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal interest/hobby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)							
<input style="width: 100%;" type="text"/>							

6. If you have attended training or taken a course please indicate how it has helped you? Please mark all that apply

	To find employment	To change jobs	To get promotions	To increase my income	To do my current job better	To start a business	To meet new people	Did not help
Language training/course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment training/course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational training/course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal interest training/course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)								
<input style="width: 100%;" type="text"/>								

Lets Talk: Newcomer Settlement and Integration survey

7. In your experience what training will be most useful to newcomers?

	Very helpful	Helpful	Somewhat helpful	Not helpful at all	Not helpful	Don't know
Language instruction for new Canadians(LINC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment bridging programs (e.g., to help you learn work-place terminology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills/Trade training (e.g.,computer workshops, plumbing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education bridging programs (e.g., help you get a university degree)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-employment (e.g., how to start your own business)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

8. In your experience, what are some of the major barriers that newcomers face in attending training or taking a course (language, education, employment, and/or personal interest) in Brantford, or the County or Brant, Haldimand, or Norfolk?

	Strongly agree	Agree	Somewhat agree	Strongly disagree	Disagree	Somewhat disagree	Other
Communication problems (e.g., language barrier)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not knowing where to find courses or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lack of courses/courses are full/waiting list too long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time constraints (e.g., family, work or other responsibilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to find/afford child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial constraints (e.g., costs were too high, funding was no longer available, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation constraints (e.g., do not have a driving license)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., treated unfairly due to my accent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not able to navigate the internet (e.g., fill on-line application forms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff do not have the knowledge/skills to help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Lets Talk: Newcomer Settlement and Integration survey

4. Employment

I will now ask you some questions related to your employment.

Employment includes newcomers who are temporarily laid off, or currently working in

- 1) part-time, full-time, seasonal, or contract work in the paid labour force or
- 2) in private or public sectors, industry, trade, or organization/agency.

1. Are you currently employed?

Yes

No

Other (please specify)

2. If you answered NO to question #1, please SKIP this question and go to question #6

If you answered YES to question #1 , please indicate if are you employed.....

Part-time

Full-time

Contract work

Seasonal

Work permit

Self-employed (e.g., own a business)

Other (please specify)

3. What is your current occupation?

4. How long have you been working in the current job?

Lets Talk: Newcomer Settlement and Integration survey

5. Please rate if you agree or disagree with these statements...

	Strongly agree	Agree	Somewhat agree	Do not agree or disagree	Strongly disagree	Disagree	Somewhat disagree
I am currently working in the field for which I have education/training/experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my job duties/my job title	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the people I work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the hours of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my culture is respected at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunity to be promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am paid fairly (based on the rate of pay for that job)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>						

6. Please indicate what training/courses will be or would have been helpful to you to find a suitable employment?

	Strongly agree	Agree	Somewhat agree	Strongly disagree	Disagree	Somewhat disagree	Don't know
Language training course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job-shadowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer/Government paid education course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal development course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-the-job training to help me advance in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off site training (e.g., paid for an employment workshop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentorship program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops just for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>						

Lets Talk: Newcomer Settlement and Integration survey

7. Please indicate if you agree or disagree with these statements.

In your experience, what are the major difficulties in finding employment in Brantford, or in the County of Brant, Haldimand, or Norfolk?

	Strongly agree	Agree	Somewhat agree	Do not agree or disagree	Strongly disagree	Disagree	Somewhat disagree
Language problems (e.g., English/French)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Labour Market Language Training (LMLT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having family or friends who could help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial constraints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to navigate the internet (e.g., fill on-line application)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation constraints (e.g., do not have a drivers license)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., treated unfairly due to my accent, ethnicity etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of Canadian experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Lets Talk: Newcomer Settlement and Integration survey

5. Health

Thank you for your valuable insight. This section asks you questions related to your health.

Health refers to:

- 1) a state of mental, physical, and social well-being
- 2) an absence of disease, and
- 3) a capacity to meet and adapt to life's challenges and pursue one's education, employment, and/or personal goals/dreams

1. In general would you say that your health is

	Excellent	Very good	Good	Fair	Poor	Don't know
Mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

2. In general would you say that you are physically

- Very active
- Active
- Somewhat active
- Very inactive
- Don't know

Other (please specify)

3. In general would you say that you are

- Very happy and interested in life
- Happy and interested in life
- Somewhat happy and interested in life
- Not very happy and interested in life
- Unhappy
- Very unhappy
- Don't know

Other (please specify)

Lets Talk: Newcomer Settlement and Integration survey

4. Would you say that you are familiar with health services in Brantford, or in the County of Brant, Haldimand, or Norfolk e.g., Public Health Unit, Flu clinics etc. ?

	Very familiar	Familiar	Somewhat familiar	Not very familiar	Not familiar at all	Don't know
Mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>					

5. In your experience, what are the major barriers in accessing health services (physical and/or mental health) ?

	Strongly agree	Agree	Somewhat agree	Strongly disagree	Disagree	Somewhat disagree	Don't know
Time pressures/not enough time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Own work situation (e.g., hours of work, working conditions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment status (e.g., unemployment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal or family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural barriers(e.g., does not trust the health care system)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language barrier(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination (e.g., treated unfairly due to their ethnicity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation (e.g., do not have a driving license)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stigma related to mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>						

Lets Talk: Newcomer Settlement and Integration survey

6. Thinking about the main sources of stress, what would you say are the MOST IMPORTANT factors contributing to feelings of stress in you?

	Strongly agree	Agree	Somewhat agree	Strongly disagree	Somewhat disagree	Disagree	Don't know
Time pressures/not enough time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Own physical health problem or condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Own emotional or mental health problem or condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial situation (e.g., not enough money, debt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Own work situation (e.g., hours of work, working conditions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lets Talk: Newcomer Settlement and Integration survey

6. Social support

Thank you for completing the previous sections. This is the last section and asks you questions related to social support.

Social support include:

1. A sense of community – people feel that they belong to or fit in the neighbourhood, e.g., they are included in social, and civic life.
2. Confidence that availability and accessibility to the formal and informal supports (such as a network of family, co-workers, friends, ethnic community, agency, etc.) in the host society community will help the person to integrate.

1. How interested would you say you are in joining neighbourhood or community groups?

	Very interested	Interested	Somewhat interested	Not very interested	Not interested at all	Don't know
Educational groups e.g., prevent racism in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional/Networking groups e.g., business owners' group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social groups e.g., multicultural group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health related groups e.g., prevention of disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political groups e.g., lobby for newcomer settlement program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

2. In your experience, would you say that there is a fair representation of newcomers in these groups?

	Yes	No
Educational groups e.g., prevent racism in the community	<input type="radio"/>	<input type="radio"/>
Professional/Networking groups e.g., business owners' group	<input type="radio"/>	<input type="radio"/>
Social groups e.g., multicultural group	<input type="radio"/>	<input type="radio"/>
Health related groups e.g., prevention of disease	<input type="radio"/>	<input type="radio"/>
Political groups e.g., lobby for newcomer settlement program	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Lets Talk: Newcomer Settlement and Integration survey

3. Have you experienced discrimination or been treated unfairly because of your ethnicity, culture, race or skin color, language or accent or religion in Brantford or in the County of Brant, Haldimand, or Norfolk?

- Yes
- No
- Don't know

Other (please specify)

4. If you answered NO to question # 3, please skip this question and go to question #5. Please mark all that apply

If you answered YES to question #3, where have you experienced discrimination or been treated unfairly by the community because of your ethnicity, culture, race or skin color, language or accent or religion?

- At work/place of employment
- In School or other academic institution
- Neighbourhood
- Social service agencies
- Shopping malls
- Government offices
- In the community
- Other (please specify)

Other (please specify)

Lets Talk: Newcomer Settlement and Integration survey

5. Please rate if you agree or disagree with these statements

	Strongly agree	Agree	Somewhat agree	Do not agree or disagree	Strongly disagree	Disagree	Somewhat disagree	Strongly disagree	Don't know
I know where to go to get legal advice/legal representation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to go for help if I am discriminated at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe to go to the police for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do if I am injured at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with unemployment insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with WHIMIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

6. Please indicate if you feel a sense of belonging/connection

	Very connected	Somewhat connected	Not very connected	Not connected at all	Don't know
To your own ethnic community/cultural group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To the larger neighbourhood/community of Brantford, and/or Brant-Haldimand-Norfolk counties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

7. Please indicate if you are in favor of or against this statement:

A multicultural centre will help newcomers to settle in Brantford and/or the County of Brant, Haldimand or Norfolk

- Strongly in favor of
- In favor of
- Neither in favor nor against
- Against
- Strongly against
- Other (please specify)

Lets Talk: Newcomer Settlement and Integration survey

8. Are you planning to move out of Brantford or the County of Brant, Haldimand, or Norfolk within the next year?

- Yes
- No
- Undecided
- Don't know
- Other (please specify)

9. If you answered 'NO' to question #8, please skip this question and move to question # 10.

If you answered 'YES', 'UNDECIDED', or 'DON'T KNOW' to question # 8, what would be your reason for moving out of this area?

- To find cheaper or better quality housing
- To find safer neighbourhood
- To be closer to better schools
- To be closer to family, friends, and ethnic organizations
- To find training or better employment prospects
- To have access to health care or better quality health care
- To avoid discrimination (e.g treated unfairly due to your ethnic origin)
- To avoid cultural barriers (e.g difference between Canadian and newcomers work values)

Other (please specify)

Lets Talk: Newcomer Settlement and Integration survey

10. In your experience, what are some of the ways in which the community of Brantford, or the County of Brant, Haldimand or Norfolk can help newcomers in settling here?

	Strongly agree	Agree	Somewhat agree	Strongly disagree	Disagree	Somewhat disagree	Don't know
More and better collaboration between community agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More culturally competent services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping newcomers find jobs in their field of training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing foreign credentials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting newcomers financially through government grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting newcomers to start their own business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having specialized programs for women migrant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage greater collaboration between parents and school teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve access to health-care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help newcomers with family issues such as child-care, help with senior members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve language training courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist with legal services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help newcomers feel more welcome (e.g., reduce discrimination, more representation in committees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

7. Did not give consent

If you answered "NO" to giving consent then it means that you have indicated that you do not wish to continue.
Thank you!

If you answered "YES" and have completed the survey please click on "DONE".
Thank you!

Appendix K 新移民安家及融入情况调查 Consent Form -Mandarin

大家好:

我是 Bharati Sethi, 现在 Wilfrid Laurier 大学攻读 Social Work Program (MSW)专业的硕士学位, Martha Kuwee Kumsa 教授是我的导师及工作伙伴。她的联系电话是 519-884-1971 分机 5227。我想邀请您参加一个有关 Brantford 和 Brant-Haldimand-Norfol 地区新移民安家及融入情况的调查。

这项调查由 Grand Erie Training and Adjustment Board (GETAB)组织。我将会邀请大约 50 个服务机构和 100 位新移民参加。我是这项调查的负责人, 它将作为我的实习项目。这是一个以社区为背景的调查, 得到了 *ISTEP: Immigrant, Settlement, Transition, Employment, and Partnership (ISTEP)*的大力支持和资助。这项研究的目标是探究如何能为 Brantford 和 Brant-Haldimand-Norfolk 地区的新移民提供更好的安家服务并帮助他们融入当地社会。

在开始问卷之前, 请仔细阅读以下内容:

调查问卷细节: 采用网上问卷的形式, 所有内容保密。总时间大约 20-30 分钟。下面是问卷的地址:

http://www.surveymonkey.com/s.aspx?sm=j1yqZUPhyqLJxTus3QcoHw_3d_3d。

调查对象: 现在或以前曾经在新移民服务机构工作过的职员。居住在 Brantford, 或 the counties of Brant, Haldimand, 或 Norfolk 地区, 年满 18 周岁, 到加拿大未满五年的新移民, 难民和其他非加拿大出生的人。

风险和利益: 调查中您将会被问及在安家和融入加国社会过程中经历的帮助和障碍。调查分为五个部分: 教育, 就业, 培训, 健康和社会活动。您的参与将有助于我们准确地评估移民安家服务质量, 以便进一步的改善社区机构的服务。

保密: 调查问卷采取匿名形式, 所有答案将保密。您的姓名, 机构名称以及任何可辩识的个人信息都不会出现在调查结果中。另外只有总体累计的调查结果会出现在调查报告里, 个人调查结果将不会显示。所有通过网络收集的信息会被保存在一个可靠的电子文件里, 只有我及我的教授和 ISTEP 委员会会员在今后的五年内可以看到。所有调查问卷会在一年内销毁。

报偿: 所有参加调查的人将有机会参与三次抽奖, 每次 50 加元。如果您感兴趣请把您的联系方式填在问卷最后。电子邮件地址和联系方式会被单独保存。如果您有幸中奖, 我们将在 2008 年 9 月的第二个星期通过电话或电子邮件通知您。

联系方式: 如果您有任何问题, 请联系我, 我的电话是 519-758-5473。这个调查得到了 University Research Ethics Board 的批准。如果您觉得在调查中您作为参与者的权利被侵犯, 您可与 Dr. Bill Marr, Chair, University Research Ethics Board, Wilfrid Laurier University 联系。电话是 (519) 884-0710, 分机 2468。

参与: 您的参与对这个研究至关重要, 它将帮助我们认识到在新移民服务方面的差距。但是您参与与否完全自愿, 如果您不参与也不会有任何后果。如果您参与了, 也可在任何时候退出。如果在数据收集完之前退出, 我们将退回给您问卷或者将其销毁。虽然我们相信问卷中每个问题都对我们的研究有价值, 但您有权忽略某些问题。回答所有问题并非强制性要求, 您可以跳过某些问题不回答或是修改前面问题的答案。

反馈及公布研究结果: 研究结果将会与 ISTEP task-force 共享, 并在社区会议上向本地组织做汇报。同时也会分发给移民服务中介, 地方组织和其他感兴趣的中介。当研究结束后, 研究结果会公布在网站上, 如您要求, 我们也可邮寄给您。

同意: 我阅读了并理解上面的内容。我收到了一份表格的复印件。我同意参加这个调查。

参加者签字 _____ 日期 _____

调查者签字 _____ 日期 _____

我希望得到一份调查结果报告

参加者姓名: _____ 电话: _____
通信地址: _____
E-mail 地址: _____

我希望参与抽奖

参加者姓名: _____ 电话: _____
通信地址: _____
E-mail 地址: _____

Appendix L: Mandarin Questionnaire

畅所欲言：移居综合调查问卷

第 1 页

1. 背景统计

感谢您参与这项调查.

这个部分是关于个人信息的问题.

1. 您住哪个城市/郡县?

Brantford 市

Brant 郡县

Haldimand 郡县

Norfolk 郡县

2. 住了多久?

3. 您目前的移民身份是?

加拿大的公民

已登陆的移民

难民

工作许可

学生签证

旅游者

其他(请详述)

4. 您的性别?

5. 您出生于哪个国家?

6. 您的年龄?

15-24 岁

25-34 岁

35-44 岁

45-54 岁

55 岁以上

7. 婚姻状况? (同性关系/异性关系)

单身

无婚史

已婚

离婚

分居

鳏寡

“习惯法”同居 (合住超过 12 个月)

其他(请详述)

8. 在家最常使用哪一种或者哪几种语言?

9. 您的年收入?

没有收入

\$19999 以下

\$20000 到\$29999

\$30000 到\$39999

\$40000 到\$49999

\$50000 到\$59999

\$60000 到\$69999

\$70000 和以上

其他(请详述)

2. 教育培训

这个部分是关于教育和培训方面的问题

教育是指:

1) 正规教育, 指人已经通过参加教育机构的记学分的学习,

2) 从而完成一个证书、毕业文凭、本科及以上学历(包括小学、中学、大专和大学) 这个定义还包括各种专业的证明, 如实习医生、牙医和兽医等专业

培训是指:

1) 通过教育机构, 或者其他盈利或非盈利机构, 盈利或非盈利组织, 达到一个或者多个预定的目标,

2) 从而得到记学分或不记学分的证书、毕业文凭、本科及以上学历 这个定义还包括为个人的兴趣和闲暇活动而完成课程

1. 您的语言技能?

	差	中	良	优
抵达加拿大之前的 英语/法语口语水平	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
抵达加拿大之前的 英语/法语书写水平	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
现在的英语/法语口语水平	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
现在的英语/法语书写水平	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. 您的正规教育程度?

- | | |
|-------------------------------------|------------------------------------|
| <input type="radio"/> 没有教育 | <input type="radio"/> 大学-学士学位 |
| <input type="radio"/> 小学(14-15 岁) | <input type="radio"/> 大学-硕士学位 |
| <input type="radio"/> 中学/中学(15 岁以上) | <input type="radio"/> 大学-博士学位 |
| <input type="radio"/> 社区大专 | <input type="radio"/> 取得行业证书或者完成学徒 |
- 其他(请详述)
- _____

3. 您是在哪个或那些国家接受这些教育的?

4. 在抵达 Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县之后，您有否参加任何培训？

	有	没有
语言培训 <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
教育培训	<input type="radio"/>	<input type="radio"/>
就业培训	<input type="radio"/>	<input type="radio"/>
个人兴趣/爱好 <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)		

5. 对您来说，您认为在 Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县参加培训/课程难易程度是？

	非常容易	容易	比较容易	非常困难	困难	比较困难	不清楚
语言培训/课程	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
教育培训/课程	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
就业培训/课程	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
个人兴趣/爱好	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)							

6. 如您已参加培训或课程，请指出它对您的帮助 请选出所有合适的项

	找到工作	更换工作	获得晋升	增加收入	做好工作	自己开业	结识朋友	没有帮助
语言培训/课程	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
教育培训/课程	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
就业培训/课程	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
个人兴趣/爱好	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
其他(请详述)								

7. 对您来说, 您认为什么培训新移民最有益处?

	很有益处	有益处	比较有益	完全无益	没有益处	不清楚
新人语言指导 (LINC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
就业帮助计划 (比如帮助学习职场用语)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
技能/行业培训 (比如电脑、水管工培训)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
教育帮助计划 (比如帮助取得大学学位)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自雇指导 (比如指导如何自己开业)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)						

8. 对您来说, 您认为新移民在 Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县参加培训/课程 (语言、教育、就业和/或个人兴趣) 的一些主要障碍是?

	非常同意	同意	比较同意	非常不同意	不同意	比较不同意	其他
沟通问题(比如语言障碍)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
不知道课程的信息哪里去找	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
没有课程/已经满员/申请人过多等待过长	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
时间限制(比如家庭, 工作或其他责任)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
不能够找到/没有能力支付子女的保育费用	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
气候原因	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
经济限制(比如费用过高, 没有资金等等)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
交通限制(比如没有驾照)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
歧视(比如由于口音而遭到不公平对待)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
无法上网(比如填写在线申请表)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
工作人员没有相关知识/技能来帮助我	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)							

3. 就业

这个部分是与就业相关的问题

包括暂时下岗的和现在工作的新移民

1) 兼职、全职、季节工、合同工等有偿劳动

2) 私营或公共的各行各业组织机构

1. 您目前受雇?

是

否

其他(请详述)

2. 如第 1 题您答否, 请跳至第 6 题

如第 1 题您答是, 请指出您是...

兼职

全职

合同工

季节工

工作许可

自雇(比如自己开业)

其他(请详述)

3. 您目前的职业是?

4. 您从事这个工作多久?

5. 以下陈述您的看法...

	非常同意	同意	比较同意	无所谓同意不同意	非常不同意	不同意	比较不同意
目前的工作是我有教育/培训/经验的领域	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的工作职 责/头衔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的工作环 境	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的同事	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的工作 时间	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在工作中我觉得 我的文化达到尊 敬	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有机会得到 晋升	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我薪酬支付公平 (依据该工作的 费率)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)							

6. 什么培训/课程有助于您找到合适的职业?

	非常同意	同意	比较同意	非常不同意	不同意	比较不同意	其他
语言培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
工作见习	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
老板/政府支 付的教育课程	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
个人发展课程	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
帮助进深的在 职培训	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
外部培训(比 如就业讲座)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
指导计划	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
专为女性开 办的讲座	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)							

1. 以下陈述您的看法...

对您来说，您认为新移民在 Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县找工作的一些主要困难是？

	非常同意	同意	比较同意	无所谓同意不同意	非常不同意	不同意	比较不同意
语言问题(比如英语/法语)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
就业市场语言培训(LMLT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
没有家人朋友可以帮助	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
经济限制	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
无法上网(比如填写在线申请表)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
交通限制(比如没有驾照)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
歧视(比如由于口音或种族等原因遭到不公平对待)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
缺少加拿大工作经验	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)	<hr/>						

4. 健康

感谢您的宝贵意见 这个部分是关于健康方面的问题

健康是指:

- 1) 心理, 身体和社会生活状态
- 2) 没有疾病, 并且
- 3) 有能力迎接和适应生活的挑战, 和实现教育、工作和/或个人的目标/理想

1. 总体而言您觉得自己的健康状况是

	极好	非常好	好	一般	差	不清楚
心理健康	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
身体健康	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)						

2. 总体而言您觉得自己的体能状况是

- 非常活跃
- 活跃
- 比较活跃
- 非常不活跃
- 不清楚

其他(请详述)

3. 总体而言您觉得自己

- 对生活感到非常高兴和有兴趣
- 对生活感到高兴和有兴趣
- 对生活感到比较高兴和有兴趣
- 对生活感到非常不高兴和没有兴趣
- 不高兴
- 非常不高兴
- 不清楚

其他(请详述)

4. 您认为自己对于 Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县的健康服务，比如公共健康单位、流感诊所等等熟悉吗？

	非常熟悉	熟悉	比较熟悉	非常不熟悉	根本不熟悉	不清楚
心理健康服务	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
身体健康服务	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)						

5. 对您来说，什么是主修障碍在进入健康服务(身体的及或心理健康)？

	非常同意	同意	比较同意	非常不同意	不同意	比较不同意	不清楚
时间压力/时间不够	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
工作状况(比如工作的时间，工作状况)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
就业状况(比如失业)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
个人或家庭责任	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
文化障碍(比如不信赖医疗保健体系)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
语言障碍	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
歧视(比如由于种族而受到不公平对待)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
交通(比如没有驾驶执照)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
因为精神疾病而产生的羞耻感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)							

6. 就主要压力来源而言, 让您感到压力的主要因素是?

	非常同意	同意	比较同意	非常不同意	比较不同意	不同意	不清楚
时间压力/时间不够	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
个人身体健康问题或状况	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
个人身体情绪或心理问题或状况	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
财务状况(比如存款不足, 负债)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
工作状况(比如工作的时间, 工作状况)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
教育(认证更新)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
天气气候	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)							

5. 社会支持

感谢您完成以上部分 这个最后的部分是关于社会支持方面的问题

社会支持包括:

- 1) 社区归属感 - 人感受到他们属于或适合所住地区, 即被纳入社会市民生活
- 2) 在所在的社会社区, 对于帮助人全面融入的正式和非正式的支持有信心 (比如家庭, 同事, 朋友, 种族社团, 机构等的交往)

1. 您认为自己是否有兴趣参加邻里或社区团体?

	非常有兴趣	有兴趣	比较有兴趣	不太有兴趣	完全没有兴趣	不清楚
教育团体 (比如为防止社区存在种族主义)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
专业人员/联络团体 (比如企业家团体)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
社会团体 (比如多文化团体)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
健康相关团体 (比如预防疾病)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
政治团体 (比如新移民安置计划点)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)						

2. 对您来说, 您认为以下团体能够很好地代表新移民吗?

	是	否
教育团体 (比如为防止社区存在种族主义)	<input type="radio"/>	<input type="radio"/>
专业人员/联络团体 (比如企业家团体)	<input type="radio"/>	<input type="radio"/>
社会团体 (比如多文化团体)	<input type="radio"/>	<input type="radio"/>
健康相关团体 (比如预防疾病)	<input type="radio"/>	<input type="radio"/>
政治团体 (比如新移民安置计划点)	<input type="radio"/>	<input type="radio"/>
其他(请详述)		

3. 在 Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县，您是否因为种族、文化、人种或肤色、语言或口音，或者宗教原因受到歧视或不公平对待？

是

否

不清楚

其他(请详述)

4. 如第 3 题您答否，请跳过此题，到第 5 题

如第 3 题您答是，请问您在哪些方面，因为种族、文化、人种或肤色、语言或口音，或者宗教原因，受到过歧视或不公平对待？

请选出所有合适的项

在工作中/工作的地方

在学校或其他学术机构

所在邻里

社会服务机构

商场

政府办公地点

所在社区

其他(请详述)

5. 以下陈述您的看法

	非常同意	同意	比较同意	无所谓同意不同意	非常不同意	不同意	比较不同意	不清楚
我知道去何处获得法律咨询/法律代理服务	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假如我在工作中受到歧视, 我知道去何处寻求帮助	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我感觉去警察那里寻求帮助是安全的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我知道如果发生工伤要怎么处理	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我对于失业保险很熟悉	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我对于 WHIMIS 很熟悉	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)	_____							

6. 指出让您觉得有归属感或者有联系的是

	非常有联系	比较有联系	非常没有联系	完全没有联系	不清楚
自己种族的社区/文化团体	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县更大的邻里/社区范围	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)	_____				

7. 一个多文化中心将有助于在 Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县安置新移民

对此您的赞成程度是?

- 非常赞成
- 赞成
- 无所谓赞成或反对
- 反对
- 非常反对

其他(请详述)

8. 您是否计划明年搬离 Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县地区？

是

否

未决定

不清楚

其他(请详述)

9. 如第 8 题您答否，请跳过此题，到第 10 题

如第 8 题您答“是”，“未决定”或“不清楚”，请选出您可能搬离该地区的理由

为了找到更加便宜、质量更好的住宿

为了找到更加安全的地区

为了更加靠近更好的学校

为了更加靠近家人、朋友和自己种族的团体

为了找到培训或者更好的就业前景

为了能有医疗保健或更好医疗保健

为了避免歧视（比如由于种族原因而受到不公平对待）

为了避免文化障碍（比如差异之间加拿大的和新来者工作价值观念）

其他(请详述)

10. 您认为在 Brantford 市、Brant 郡县、Haldimand 郡县或 Norfolk 郡县以下能够对新移民在此安置有帮助的是？

	非常同意	同意	比较同意	非常不同意	不同意	比较不同意	不清楚
社区机构之间 更多更好地配合	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
更有文化性的的服务	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
帮助新移民在他们原 有受训领域找到工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
承认外国的证书	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
帮助新移民通过政府 拨款取得财政资助	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
帮助新移民自己开业	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
女性新移民开设 专门的课程计划	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
鼓励学校教师和家长 之间更多地沟通合作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
改进医疗保健服务的覆盖	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
帮助新移民家庭生活（比 如照看儿童，帮助长者）	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
改进语言培训课程	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
帮助获得法律服务	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
帮助新移民感到更 加受欢迎(比如减少 歧视，增加在各个 团体的新移民代表)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他(请详述)							

CONSENT FORM

URDU

APPENDIX M

جامعۃ ولفرد لوریا

بیانِ یا ذنِ خاصِ معروفِ ملقَدیمی الخدمات

کھیا بنا نڈرت : دراستہ خاصتہ لوستیطان وانواع القاد صید الجرد
مرحباً بھمہلی الوکالات والجمعیات :

اسمی بارات سیٹی . انا طالبہ جامعیتہ ادریس ماجستیر
فی برنامج العبت الایقائی فی جامعیت ولفرد لوریا . ائی اعمل مع الڈکتوری
طارنا کوی ، استاذہ فی علم الاجتماع فی جامعیت ولفرد لوریا
بالتعاون مع کمرشدر . یکنکم الاتصال برا علی الاضافۃ ۱۹۷۱-۸۸۴-۵۱۹
ٹھولہ ۵۳۲۷ . ائی ادعوک کتابیاً لکارتک فی عبت علی تعلقہ باستیطانہ
واندماج القاد صید الجرد فی مدینتہ سبانتفورد ومناظرم برات وهالدمان
ونور فوراک .

انکھذا العبت العلمی صوبہ صدر صیل کنبہ ایری الڈری للڈریب

والتعیل ریکال کھذا العبت ساتصل بجا یقرب منہ تخمیر (۵۰)

بمقَدیمی الخدمات ومائتہ صدر القاد صید الجرد . انا شھیہ البایعت

الوھیة فی کھذا الدرستہ اقومہ کبرو صدر اراجی الما جستر ومُنطلبات

العبت العلمی . انہ عبت قائم علی مشارکتہ المجتمع والعونہ المادی منہ کنبہ

القاد صید الجرد (ری . اسن . ٹی . ای . پی) صراجر ، استیطانہ ، ٹھولہ ،
توظیف ، مشارکتہ . الهدف العام لکھذا الدرستہ کھو معرفتہ

الزمكانات المجرده والضرورية لانجاح الاستيطان وانجاح
القادمين الجدد طينته برانتفور وماناطوه برانت وهالدمان ونورفول.

تفاصيل الدراسة

الدراسة ستتم بالاستفادة من خطوط الحاسوب
(الكومبيوتر) وجميع البيانات ستؤخذ في برنامج الحاسوب
يطلب منه كل مشترك في هذا البحث باعطاء - تاريخه
من وقت - بامكانه اكمال الدراسة باسقاط

خبر الاشتراك

يمكنك الاشتراك في هذه الدراسة اذ كنت موظفاً في الوقت
الحاضر او سابقاً مع مؤسسة استثمار اجتماعية او
خيرية تقدم القادمين الجدد في مدينة برانتفور وماناطوه التابعه
لبرانت وهالدمان ونورفول.

مراهب هذه الدراسة تعرف القادم الجدد هو الشخص الذي
تجاهر مستبداً، او اي لاجئ معترف به مدعى للجوء
او استقام قد وصلوا لكندا خلال الخمس سنوات
الاحيرة عمرهم اعمارهم الثمانية عشر او اكثر ممن يعيشون
في مدينة برانتفور وماناطوه الجديده برانت وهالدمان ونورفول.

الخصائص والعوائق:

فما لو وافقت على المشاركة (في هذه الدراسة) ^{مطلوب} _{منه} الإجابة على بعض الأسئلة التي تتعلق بالتخصصيات والعقبات التي تواجه القاصين الجدد في الاستقطاب والاندماج في المجتمع. إن هذا البحث يهدف على وجه خاص إلى إجراء: تعليمي وعلمي، تربوي وصحة واجتماعي. أما العوائق التي ستعوق عليك في هذا صرحي لغيره: فعلى سبيل المثال تقويم خدمات الاستقطاب لتجميع الاندماج وتقييمه بالتعاون بين المؤسسات الاجتماعية.

الحفاظ على السرية: (سرية المعلومات)

جميع الإجابات على أسئلة البحث ستكون بحسب الخصوصية وسيبقى سرية اسمك وأسماء مؤسساتك وأي معلومات خاصة به. كما أنه تذكر في التقارير. وكذلك لن يحتوي التقرير على نتائج خاصة به تحتوي على معلومات يحتاج عامة. فالمعلومات التي ستجمع في الحاسوب ستخزن في ملفات إلكترونية مؤمنة لا يصل إليها إلا الباحث العالمي أو مشاركوها. وكذلك أعضاء لجنة الأخلاق التي (أي يتي) في المكتبة وكلية غريغوريان. وجميع الدراسات ستخضع لموافقة الأخلاق.

الملاحظة : صدر جميع المكس في هذه الدراسة الدول
 في سياق اليانصيب السريعة فيه كل من محتواه
 دولياً. إذا اردت الملائكة في السموات يجب عليك المال
 كيف البيانات في طريقة كيف الاستمرارية لعرضه
 الإلكتروني وكيف البيانات - حفظ منفضة عن المعلومات
 المتعلقة بالبحث العلمي : وتبلغ تلقوياً (هاتفاً)
 والبريد الإلكتروني الذي اجريتنا اياه حول الاسرع الثاني
 من شهر سبتمبر عام ٢٠٠٨

طريقه الاتصال :

إذا كان لديك أسئلة أو امور هامه ارجو الاتصال على
 الهاتف ٥٢٧٣-٧٥٨-٥١٩ لتقديم مراحجه والتصديق على هذا
 المشروع من قبل مجلس القيم والبحث العلمي في الجامعة . اذا سمحت
 بانه لم تعال حسب تقاضيل هذا البيان او انه محتوم وانتم
 في هذا البحث العلمي قد أسس لي لاول التنفيذ بحيله الاتصال
 بالذكور بل صار اسناد مجلس القيم للبحث العلمي في
 جامعة ولفرد لوريا هاتفاً ٧١-٨٤-٥١٩ تحويله ٢٤٦٨

المساهمة: اني اشعر بان مساهمتك في هذه الدراسة هامة
 وسيلفت النظر لنقاط الجغرافية حيث القادوس الجرد في
 المنطقة. الا ان مساهمتك عن تطوعي. فعليا لو قررت الانسحاب
 من المساهمة، فلهذا يلجؤ الى اضرار. اما اذا قررت المساهمة
 فممكنك ان تساهم في هذه الدراسة دون ان يلجؤ اليه اذ
 اذا انسحبت من هذه الدراسة قبل اكمال المعلومات المقدمة
 من طرفك سيخرج اليه او ستكلف. ورغم اننا نشعر بان
 كل سؤال له اهمية بلغزفة حيث ان اوقات القادوس الجرد
 الرواية من قبل العاد اية سؤال تمام. المساهمة في
 الادوية لبيت اجباري. يمكنك القفز عن بعض
 او مثله دون اجابة كما يمكنك تغيير بعض الاجابة التي
 اكثرها الفأ.

إبلاغ ونشر النتائج: (نتائج البحث العلمي)

علاوة على نتائج البحث العلمي ^{تُعتبر لكل} من أعضاء
 لجنة (إي إس تي إي بي) واجتماعات المؤتمرات المحلية
 واتحاد الجامعات العربية وكذلك وكالات خدمة المراجعين
 والمؤسسات المحلية والمنظمات التي ترغب ذلك. وحسب
 الكمال هذه الدراسة، يتم نشر نتائج البحث العلمي
 على البريد الإلكتروني. وكذلك يمكن إرساله بالبريد طلبت
 ذلك بآذنه (تصريح)

لقد قررت وتقررت المعلومات بإعلاءه. ولقد سلمت نسخة
 من هذا البيان، والتي وافقوا على المشاركة في هذه الدراسة:

اسم المستر - - - - - التاريخ - - - - -
 توقيع الباحث - - - - - التاريخ - - - - -

CONSENT FORM

URDU

APPENDIX M

جامعۃ ولفرد لوریا

بیانِ یازنِ خاصِ معروفِ ملقَدیمی الخرمات

کھیا بنا فخرت : دراستہ خاصتہ لوستیطان وانواع القادسیہ الجرد
عرجاً بھیمی الوکالات والجمعیات :

اسمِ برات سیتی . انا طالبہ جامعیتہ ادریس ماجستیر
فی برنامج العبت الایجابی فی جامعیت ولفرد لوریا . ایتی ائجل مع الکتوری
مارتا کوبی ، استاذہ فی علم الاجتماع فی جامعیت ولفرد لوریا
بالتعاون مع کمرشدرہ . یکنتم الاتصال برا علی الاضافۃ ۱۹۷۱-۸۱۴-۵۱۹
تھوٹہ ۵۲۲۷ . ایتی ادعوت کتاباً لشارکہ فی عبت علی تیطلہ باستیطانہ
وانواع القادسیہ الجرد فی مدینتہ برانتفورد ومطالوم برانت وخالرمان
ولورفوراک .

انکھذا العبت العلمی موہب صدر قبل کتبہ ایری اللمی للدریب
والتعیل لیکال کھذا العبت ساتصل بما یقرب من تخمیر (۵)
بمقیمی الخرمات ومائتہ صدر القادسیہ الجرد . انا شخصیا البایعت
الوہبیتہ فی کھذا الدرستہ اقوم بہ کبر و سررا و الما حیر و منطلبات
العبت العلمی . ایتہ عبت قائم علی مشارکتہ المجتمع والعون المادہ من کتبہ
القادسیہ الجرد (ری . اسمی . تی . ای . پی) صراجر ، استیطانہ ، لطورہ
توظیف ، مشارکتہ . الیوف العام لویہ الدرستہ کھو معرفتہ

الرمكانيات المعجزة والضرورية لانتاج الاستقطاب وانزاع
القادمين الجرد طريقت برانتفور وماناطوه برانت وهالدمان ونورفول.

تفاصيل الدراسة

الدراسة تتم بالاستعانة بخطط الحاسوب
والكمبيوتر وجميع البيانات ستوفر في برنامج الحاسوب
يطلب منه كل مشترك في هذا البحث باعطاء - تاريخ
مهوقته - بإمكانه اكمال الدراسة باسقاط

خبر الاشتراك

يمكنك الاشتراك في هذه الدراسة اذ كنت موافقاً على الوقت
الحاضر او سابقاً مع مؤسسة استثمار اجتماعية او
خيرية تقدم القادمين الجرد في مدينة برانتفور والمناطق التابعة
لبرانت وهالدمان ونورفول.

مراهق هذه الدراسة تعرف القادم الجرد هو الشخص الذي
ظاهر مستعداً. او اي لاجئ معترف به مدمج للعبوة
او اسماص قد فعلوا لكذا خبره الخس سنوات

الاهرة عمر اعمارهم الثمانية عشر او اكثر منه يعيشون
في مدينة برانتفور والمناطق المحيطة ببرانت وهالدمان ونورفول.

المصادر والمصادر:

فما لو وافقت على المشاركة (في هذه الدراسة) طلبت منه
 الإجابة على بعض الأسئلة التي تتعلق بالتصنيفات والعقبات
 التي تواجه القاصين الجدد في الاستبطان والاندماج في المجتمع.
 أما هذا البحث فيجوز على حدة اجراء: تعليم وعمل، تدريب
 وصحة واجتماع. أما العوائق التي تعود عليك في هذا
 صرح غيري: فعلى سبيل المثال تقوم جلسات الاستبطان
 لتجميع الاندماج وتكسيه التعاون بين المؤسسات الاجتماعية.

الحفاظ على السرية: (سرية المعلومات)

جميع البيانات على استثناء التي تكون بحكومة وسبب سرية
 اسمك واسم مؤسستك وأي معلومات خاصة
 به لم تذكر في التقارير. كذلك لم يحتوى التقرير على نتائج
 خاصة به تحتوي على معلومات يتنازع عامة. فالمعلومات
 التي ستجمع في الحاسوب ستظل في ملفات الإلكترونيه
 مؤمنة لا يصل إليها إلا الباحث العالمي أو مشارها
 وكذلك أعضاء لجنة لاي أك. أي أي يكي (في الملحق
 خطة دراسات. وجميع الدراسات ستظل محرمة عندك واحد.

المكافأة : صدر جميع المكافآت في هذه الدراسة الدول
 في حيات الرياضيين النيرة. فتم كل مرة حقوقه
 دولياً. اذا اردت المكافأة في السجلات يجب عليك المال
 كيف البيانات في طريقة كيف الاشارة لعنوانه
 الدكتور وكيفية البيانات - حفظ منفضة عن المعلومات
 المتعلقة بالبحث العلمي وتبلغ تلقوياً (هاتفاً)
 والبريد الإلكتروني الذي اجهزنا اياه حول الاوسع الثاني
 من شهر سبتمبر عام ٢٠٠٨

طريقة الاتصال :

اذا كان لديك اسئلة او امور هامه ارجو الاتصال على
 الهاتف ٥٢٧٣-٧٥٨-٥١٩ لتقديم مراححة والتقديم على هذا
 المشروع من قبل مجلس القيم والبحث العلمي في الجامعة. اذا سمحت
 بالله لم تعال حسب تعاهيل هذا البيان او انه حقوقه وسأعتده
 في هذا البحث العلمي قد أسيء لراي الأهل التنفيذ بحيلة الاتصال
 بالدكتور بلقار استاذ مجلس القيم للبحث العلمي في
 جامعة وكفرد لوريا هاتفاً ٧١-٨٢-٥١٩-٢٤٦٨

المساهمة: اني اشعر بان مساهمتك في هذه الدراسة هام جدا

وسيلفت النظر لنقاط الجرح في خدمات القادوسين الجرد في

المطقة. الآراء مساهمتك عن تطوري. فنيا لوقررت الانسحاب

من المساهمة، فلهذا يلجؤنا للاظهار. اما اذا قررت المساهمة

فيمكنك انشاء مدونة الدراسة دون ان يلجؤنا اذى

اذا انسحبت من هذه الدراسة قبل اكمال المعلومات المقدمة

من طرفك سيخرج البدر او ستكلف. ورغم اننا نشعر بان

كل سؤال له اهمية بلخروج منصات الوقامة للقادوسين الجرد.

الوانه من جهة العاد اية سؤال تمام. المساهمة في

الدراسة لينة اجباري. يمكنك القفز عن بعض

الامثلة بدون اجابة كما يمكنك تغيير بعض الامثلة التي

الكلتها بالفاء.

إعلان ونشر نتائج نتائج البحث العلمي

على نشر نتائج البحث العلمي ^{سريعاً} لكل من أعضاء
 لجنة (إي إس تي إي بي) واجتماعات المؤتمرات المحلية
 وأثناء الاجتماعات الجمعية وكذلك وكالات خدمة المراجعين
 والمؤسسات المحلية والمنظمات التي ترغب ذلك. وحسب
 الكمال هذه الدراسة، سيتم نشر نتائج البحث العلمي
 على البريد الإلكتروني. وكذلك يمكن إرساله بالبريد طلبت
 ذلك مادة (تصريح)

لقد قررت وتقررت المعلومات بإعلاءه. ولقد سلمت نسخة
 من هذا البيان، والتي وافقوا على المذكره في هذه الدراسة:

اسم المستر	التاريخ
توقيع الباحث	التاريخ

ہیابنا نتحدث: تقریر ہی شیطان و اندھا
القادمین الجذد

۱. اجزاءات مکان کا حصہ

فکر مکان رکھن فی هذا تقریر
فی هذا الحزب، لائیک بعض الاصله عن نفس
سائلک

۱. فی أي مدينة/بلدة تسكن؟
- مدينة برانچفورڈ
- منطقة برانچ
- منطقة هالديجانڈ
- منطقة نورفولک

۲. كم مدة من الزمن لك ساكن هنا:

[]

۳. ما هي مكانك الرئيسية الحالية؟

- مغالني كندی
- إقامة دائمة
- لا شيء
- مع تصريح محول
- مع تصريح طالب
- زائر

مكانة اخرى (الرجاء تحديد)

[]

۴. ما هو جنسك؟

[]

٥. ما هي دولة ولدك ؟

٦. ما هو ^{الكلمة} عمرك ؟

١٥ - ٢٤ سنة

٢٥ - ٣٤ سنة

٣٥ - ٤٤ سنة

٤٥ - ٥٤ سنة

٥٥ وما فوق

[هيا بنا نحدث! نتميز عن استيطان واندماج
القادمين الجدد

الجنس

٧. ما هي مكانتك الزوجية؟ (علاقة مع ذات الجنس /
علاقة مع الجنس العكسي)
حالة/وضع

- أعذب
- لم أتزوج أبداً
- متزوج
- طلق
- منفصل
- أرسل
- زواجي عمومي (ساكن مع شريك لمدة ما فوق ١٢ شهراً)
- مكانة أخرى (الرجاء تحديد)

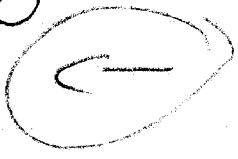
[]

٨. أي لغة/ لغات تتكلم معظم الوقت في البيت؟

٩. ما هو دخلك السنوي؟

- لا مدفول
- أقل من ١٩,٩٩٩ دولار
- ٢٠,٠٠٠ إلى ٢٩,٩٩٩ دولار
- ٣٠,٠٠٠ إلى ٣٩,٩٩٩ دولار
- ٤٠,٠٠٠ إلى ٤٩,٩٩٩ دولار
- ٥٠,٠٠٠ إلى ٥٩,٩٩٩ دولار
- ٦٠,٠٠٠ إلى ٦٩,٩٩٩ دولار
- ٧٠,٠٠٠ دولار وما فوق
- دخل آخر (الرجاء تحديد)

[]



[هيا بنا نتحدث! تقرير عن شيطان والدماغ القادحين
الحرد

٣. ثقافة وتدريب

شكراً لمشاركتك. هذا الجزء يشمل أسئلة عن الثقافة والتدريب.

ثقافة تشير إلى مبنى على الأهداف المحددة

1. ثقافة سنية التي يحصل عليها الفرد من خلال مؤسسة علمية صالحة، زواياً ← أو خاصة

2. تؤدي إلى الحصول على تربية ابتدائية ثانوية أو كلية أو جامعية، الثقافة تشمل أيضاً تربية تدريباً وترتيباً مهني من انواره مثل طبيا الحضان، وطبيب عام وبيطري.

التدريب يشير إلى:

- 1. الحصول على هدف أو مجموعة أهداف محددة سابقاً من خلال مؤسسة علمية أو غيرها أو خلال مؤسسة استثمار مرتبطة أو جزئية، لجمعية خيرية أو مرتبطة بالعلماء
- 2. تؤدي إلى تربية محددة أو متعددة، أو تربية ثانوية، أو كلية، أو جامعية أو مهنية، التدريب يشمل أيضاً تلمذة هداية شخصية أو برامج ترفيقية.

1. هذا السؤال يتعلق بمركبات اللغة

كثير كافي كافي جيد جيد جداً

○ ○ ○ ○

2. أي درجة تملك الإنجليزية أو الفرنسية قبل وصولك إلى هنا

3. أي أي درجة كانت مركبات اللغة الإنجليزية/الفرنسية على كتابتي قبل وصولك إلى هنا

○ ○ ○

يبدأ في طاقى بين صيداً

الانجليزية

ما هي ملكة في تعلم اللغة الإنجليزية / الفرنسية الآن

ما هي ملكة في اللغة الإنجليزية / الفرنسية الآن

مستوى التعليم

ما هو مستوى ثقافتك الرسمية ؟

- لا ثقافة
- دراسة ابتدائية (من ١٤-١٥)
- دراسة ثانوية (من ١٥ و فوق)
- كلية
- جامعة - درجة البكالورية
- جامعة - درجة الماجستير
- جامعة - درجة الدكتوراة
- شركة صناعية او عملية
- ثقافة اخرى (الدرجات صدى)

[Empty rectangular box]

التعليم

٢. في اي دولة أو دول حصلت على هذه الثقافة

Education: Could mean "knowledge"
But the question is intended to ask about
the institutional education (level of Ed.)



[هيا بنا نتحدث! تقرير عن سيطان والذئاب]
القادمين الجدد

4. هل تلقيت اي دورات تدريبية بعد وصولك
إلى بيرنتفورت او منطقة برانتش، هالديماند او نورفولك؟

	نعم	كلا	
تدريب لعمومي	○	○	
تدريب ثقافي	○	○	(دورة تعليمية)
تدريب مهني	○	○	
هداية شخصية	○	○	

تدريب آخر (الرجاء تحديد)

تتعلق

7.5 اذ لم تلقى اي دورة تدريبية ^{وخاصة} تتطابق الى سؤال رقم 4
اي تدريبية / دورة تلقيت منذ وصولك الى بيرنتفورت
او منطقة برانتش، هالديماند او نورفولك؟
الرجاء شرح ملامحة على كل ما ينطبق عليه

صبراً
مراعاة

- سريعاً
- سريعاً
- سريعاً
- سريعاً
- سريعاً (الرجاء تحديد)

[]

7. في نظام بيمتريك، ما هي نسبة سهولة / الصعوبة
حضور تدريبية او دورة في برانتش نورث، او في منطقة
برانتش، هالديماند او نورفولك؟

سجل	سجل	سجل	سجل	سجل	سجل	
أعرف	ماذا	جدد	جدد ما		ماذا	تدريب / دورة في اللغة
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	-
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	تدريب / دورة في الصحافة
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	-
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	تدريب / دورة مهنية
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	هواية / شغف
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	-

دورة تعليمية

مجموعه (الدرجات عدد)

[Empty box for score]

[هيا بنا نتحدث : تعبير عن عظمة والدعاء]
القاصدين الجدد I am lost?

٧- إذا حضرت أو تلقيت تدريب أو دورة الرجاء ان تشير الى
كيف هذا القديس او اللدنة - اهدتلك الرجاء وضع علامة على ما
كل ينطبق عليك

لوحي	التعبير	للوصول على	لزيادة	لتعيني على	لفتح	للغافق	لم
عمل	عمل	ترقيه	دليل	الحالي	صلى	على ناس	ي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- تدريب/دورة في اللغة للقاصدين الجدد							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- تدريب/دورة في * صينية لتعلم حرفه على الكمبيوتر او الصباغة (تعليم لغة صينية)							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- تدريب/دورة في الثقافة استعداداً للجامعة							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- تدريب/دورة في (مواضيع تخصصية) عمل خاصي اخصاً خاصة							
- خبره (الرجاء عدد)							

~~Wrong~~
١- في نطاق خبرتي اي تدريب سيكون ان كنت افادة/مصلحة للقاصدين الجدد

صه تجربتي الخاصة، ما هي العقبات التي تواجه القاصدين الجدد في الوصول على التدريب او اخذ دورات تعليمية

(لغة، تعليم، وظائف، او هوايات خاصة) في برانتفور و برانت و كوالديمان او نور هولاء؟

Henry
this is the head
of G#9

Q#7

لا أحرف	غير صا	غير صا أين	صا لحد فا	صا	صا صا
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- تعليم لغوي
للبنديين الجدد
(لينك - LINC)

- برنامج للتدريب
المهني (مثلاً: مساعدي
لشغل مصطلحات
خاصة بكانال)

- تدريب مهني/صناعي
(مثلاً: دورات تطوير حثري)
مبتدئين

- برنامج للتدريب
التقني (مثلاً:
مساعدي الحاسوب
في شركة خاصة)

- مهلة صقل
(مثلاً: كتيبات
مبتدئين الخاصة)

غيره (الرجاء حد)

This
belong
to question
#7

[هيا بيانتهوت ا تقرير عن سيطك وانذاجم القادسين الحد]

في نطاق شرك ما هي بعض الكواجر الرئيسية التي يواجهها القادسون اجدد عند عملهم تدريسي او تلقى لادارة (لغة ثقافة مهنية و/ او هواية شخصية) في بيانتهوتن او في منطقة يرائت هالديجاند او نورفولك ؟

كثير	لا اوافق	لا اوافق	لا اوافق	اوافق	اوافق	اوافق	
كثير	لا اوافق	لا اوافق	لا اوافق	اوافق	اوافق	اوافق	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- مشاكل في وسائل الاتصال (شبكة) وكيفية اللغة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- عدم معرفة اثنى واجبات درات او برابع
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- عدم وجود درات / درات مختلفة / لائحة الانتظار لمدة طويلة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- تقييمي في الوقت (ضد) العائلة العمل او مسؤوليات اخرى
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- غير قادر على ايجاد او عدم الامكانية لاداره على <u>المسؤول</u> عدم صفات الادارة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- المنافس
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- يقبلان صادية (ضد) التاليف في تقييمي القبول الحكومي اطلاق حد صبير (الوقت)

شبه

لا اوافق

لا

لا اوافق

اوافق

اوافق

اوافق

- تثقيف المواهب
(مستد، لا يوجد عملي
رقعة السواقه)

- تحيز (مستد، معاملة
غير عادلة بسبب الريمه
اللغويه)

- غير قادر على البحث
في الانترنت (مستد)
تعيينه بحوزة طلبات
المرورنيا

- عدم وجود المعرفة العامة
ار المواهب عند الموظفين
طاعدي

- تحيزه (الرجاء عددي)

[هيا بنا نتحدث : لثوب من سيطان والتمام
القارصين الجرد]

العمل

١٧

شكراً لتعاونك المتواصل . الآن سأشرك بعض
الامثلة مرتبطة بعملك .

العمل بشغل القارصين الجرد اللذين مؤقنا مصلولين
من العمل أو حالنا يشغلون
(١) وظيفة جزئية , وظيفة كاملة , موسمية , أو عقد عمل في ثوة
العمل
(٢) في قطاع خاص أو عام , سناسيا , تجاري , او جوعية / طالة .

١. هل انت تشغل حالياً ؟

نعم
 كلا

خبره (الاجاء عدد)

[]

٥. اذا جوابك كان كلا عد سؤال رقم ١ , رجاءاً تحل هذا السؤال
واذهب الى سؤال رقم ٦
اذا جوابك كان نعم عد سؤال رقم ١ , رجاءاً صنع علاقة
اذا كنت موظف

وظيفة جزئية

وظيفة كاملة

عقد عمل

وظيفة موسمية

تسريح عمل

مصلحة متقلة (مستأجر , تملك ممتلكات الخاصة)

خبره (الاجاء عدد)

٢. ما هي صيرتك الحالية؟

٤. كم مدة من الزمن لك تشتغل في وظيفتك الحالية؟

[هيا بنا نتحدث: تفرير عن استيطان واندماع القادمين الجدد]

• رجاءاً قيم اذا توافق او لا توافق على هذه البيانات...

لا توافق	لا توافق	للاوافق بمده	لا توافق او اوافق	اوافق جدوا	اوافق	اوافق جدوا
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- انا حالياً مشغول في المجال الذي نلقت فيه الثقافة / التدريس / الخبرة

- احب واجبك وظيفتي و لقتب و لظيفتي

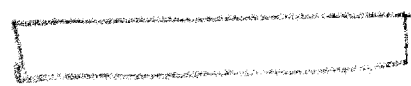
- احب صحتي العقل
- احب الاوقات الذي مشغول معهم
- احب ساعات العمل

- اشعر ان صحتي ماحترمة في مكان العمل

- مبدئي فرصة للتدريس

- يدفع لي مرتب عادل (صبي معدل التدريس لهذه الوظيفة)

- محترمة (المرجع عدد)



٦. الرجاء علم أي تدريب/ دورات هيمن ان ساد ذلك ان كان
بالامكان ان يتسائل ذلك في ايجاد حمل ملائم ؟

لا	لا اوافق	لا	لا اوافق بشدة	ادافق لعموما	ادافق	اوافق بشدة	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- دورة تدريب لغوية
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- تطبيق عملي في الوظيفة (من خلال مرافقة موظف آخر في ذات المجال)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- دورة ثقافة مدفوعة من الإدارة/ حكومتها
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- دورة للتقدم الشخصي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- تدريب مهني مكاني للإيدي في التقدم في مؤقتي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- تدريب خارج مكان العمل (مشهد، حلقة دراسية مدفوعة)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- برنامج للإرشاد الفردي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- حلقة دراسية للساء فقط

في مكان العمل

- كتيبه (الدجار حديث)

[هيا بنا نتحدث : تعبير عن شيطان واندفاع القارئ
المجدد]

٧. رجاءاً هنيئ ملامة اذا توافق او لا توافق مع هذه البيانات .

في نطاق فرتك الصعوبات الرئيسية في ايجاد حمل في برانتفورد , او في منطقة يداك , هالديماند , او نورفولك ؟

لا توافق	لا	لا توافق	لا توافق	لا توافق	لا توافق	لا توافق	
كذلك	وافق	شبه	لا توافق	لا توافق	لا توافق	لا توافق	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- صعوبات في اللغة الانكليزية/الفرنسية
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- تدريب في اللغة الخاصة في عقل العمل (LMLT)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- عدم وجود العائلة او الامومة للمساعدة
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- كفيك قارئة
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- غير قادر على البحث في الانترنت (متد) ^{شيء} تعبئة نموذج طلبات الترخيص
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- تقييد المواهب (متد) ^{شيء} لا يوجد عني رحلة اسواق
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- تعبير (صعوبة) غير عادلة سبب اللهجة الدعوية او العرق الجنسي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	- نقص في الخبرة الكندية غيره (الرجاء عدد)

[هيا بنا نحدث: تقرير عن لنتيان واشماجي القادمين الجدد]

٤ الصحة

شكراً لك على اهتمامك القيمة. هذا المزمع بأن
سنة مرتبطة بصحتك.

صحة تشير إلى:

- ١- حالة عقلية، جسدية، واجتماعية صالحة.
- ٢- الفرد لمواجهة والتكيف مع صعوبات الحياة والصحة
- ٣- عدم وجود مرض، وإرباطاً
- ٤- ثقافة الفرد والعمل، والأهداف/الاملام الشخصية.

١. بشكل عام هل تقر ان صحتك

	ممتازة	جيدة جداً	جيدة	متوسطة	مفيرة
صحة عقلية/نفسية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
صحة جسدية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
عزيمه (الرجاء عدم)					

[]

٢. بشكل عام هل تقر انك جيداً

- نشيط جداً
- نشيط
- نشيط إلى حد ما
- غير نشيط
- لا أعلم

عزيمه (الرجاء عدم)

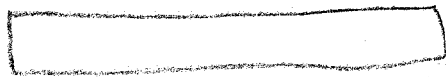
٢. بشكل تام هل تقرأ ذلك

- عيد جيد ورائع بالحياة
- عيد ورائع بالحياة
- عيد ورائع بالحياة يا صديقا
- عيد سعيد ورائع بالحياة
- عيد سعيد
- عيد سعيد جيد
- لا أعلم
- تخبره (الرجاء عدم)

[صيايا تتحدث : تقرير عن استطاع والدهاج القادسيه الجرد]

4. هل تزعم بانك عليم بالخدمات الصحية في برانشفورد، او في منطقة برانشه هالدجاند او نورفولك ؟ مثلا : عيادة الصحة العامة ، عيادات الانفلوانزا الخ ؟

ك أعلم	لا أعلم	أبداً غير عليم	بند عليم	عليم كثيراً	عليم جداً	خدمات الصحة العقلية
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	خدمات الصحة البدنية
						غيره (الرجاء حدد)



5. في نطاق خبرتك ما هي العنصر الرئيسي للوصول إلى الخدمات الصحية (صحة جيدة / أو عقلية) ؟

ك أعلم	لا اوافق كثيراً	لا اوافق	لا اوافق جداً	اوافق كثيراً	اوافق	اوافق جداً	تخطيط الوقت / عدم دقايه الوقت
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	وضع محل الفرد (منفذ لاعات العمل، ظروف العمل)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	مكافحة العمل (منفذ، بحالة)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	مسؤوليات شخصية أو عائلية

حالة / طبيعة

لا أعلم	لا أوافق	لا أوافق	لا أوافق	أوافق كثيراً	أوافق	أوافق جداً
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- كليات عقابيه
(مثلاً، لا يتفق
نظام العتبات)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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- عقبات/عقبات
لغويه

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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- تحيز (مثلاً،
مقابلة غير عادلة
بسبب جنسيتهم)

الاحتمال العرقي

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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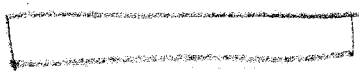
- مواصلة (مثلاً،
عدم وجود رقعة
سواقة)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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- وصمة عار
~~ترتبط بالوصمة العقلية~~

المنظور السوسي
للاضرار العقلية /
النفسيه

عنه (الديار عدد)

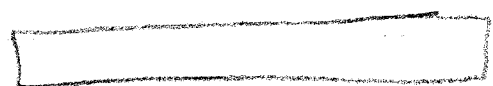


صياغة شاعرية! تعرف من سلطان ما اشباع القادمين الجدد

٦. عين التفتيش عن مصادر الضغط النفسي ما هي أهم العوامل التي تؤدي لحدوثها بالضغط؟

ك	لا	لا اوافق	لا اوافق	اوافق	اوافق	اوافق	
ألم	اوافق	كدها	عبد	كدها	اوافق	عبد	- ضغط الوقت عدم كفاية الوقت
							- مشكلة أو وضع المهمة الجديدة للفرد
							- مشكلة أو وضع المهمة العقلية أو العاطفية للفرد
							- الحالة المادية (مثلاً) عدم كفاية المال، الدين
							- الحالة في مكان العمل (مثلاً، ساعات العمل، ظروف العمل)
							- الثقافة (مثلاً) الجدد التأهيل
							- المناخ
							- كمنه (الدواء صحت)

العامل
في زيادة العمل



[هياكلنا تتحدث تقريراً عن تنظيم وإندماج الفاعلين]
 الأردن

⑤ دعم اجتماعي:

تتميز لتكامل الاجزاء السابقة. هذا الجزء يترك علينا
 أسئلة متعلقة بالدعم الاجتماعي:

دعم اجتماعي سهل:

1- شعور بالأوضاع الاجتماعية - الناس بشعور بأنهم ينتمون إلى
 أو يلبقون بالحي، حيث بأنهم يحلون بالحياة الاجتماعية
 والمهنية.

2- الثقة بأن تواجد وسهولة مثل الدعم الرئيسي والغير الرسمي الرئيسي
 كشبكة عائلية وشركاء العمل واصدقاء وجالية عرقية، وثقافة الخ...
 في مجتمع الجالية المستفيدة يساعد الفرد أن يتكسر.

1. ما هي درجة امتلاك إن شعرتي إلى جماعته من العبي أو
 الجالية؟

صديقاً	مهتم	مهتم	مهتم	مهتم	مهتم	مهتم
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	صحة ثقافته مثلاً: صنع العبي العنصري في بيانه
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	جماعته مهنية لبناء العلاقة مثلاً: مجموعة امعاء الأعمال
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	جماعته اجتماعية مثلاً: مجموعة مقارعة الاعمال

لا شيء
 غير متين
 غير متين
 متين قليل
 متين
 متين جيد
 جماعة منظمة
 بالخدمة منذ
 صنع الاوراق

جماعة سياسية
 ضد الدفاع عن
 برامج لانتقاء القاديين
 الجدد

غيره (الدعاء صعد)



٢. في نظام فريقك هل تعتقد ان هناك تحقيق مادي
 للقاديين الجدد في هذه الجامعات؟

كلا

نعم

جماعة ثقافية
 منذ صنع الاوراق
 العنصري في احيائه

جماعة مهنية/بلد
 العلاقة منذ مجموعة
 اصحاب الاعمال

جماعة اجتماعية
 منذ مجموعة
 متعددة الاعمال

جماعة منظمة للخدمة
 منذ صنع الاوراق

جماعة سياسية ضد
 الدفاع عن برامج لانتقاء القاديين

13

كلا

نعم

(البرياء صفة)

عنه



كها نتحدث ، تفهيم على استيطان والدماع القادمين الجدد

هل واجهت تعين عضوي او معاملة غير عادله
سبب عرقك او جنسك او لون بشرتك او لغتك او
لديتك او ديانتك في برانتفورت او في منطقه برانت ، هالدماع
او نورفولك ؟

- نعم
- كلا
- لا اعرف

غيره (الرجاء حدد)

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ع. اذا اجبت "كلا" لسؤال رقم ٣ ، برجاء ان تخطي هذا
السؤال واذهي بي سؤال رقم ٥ ، الدجاج صنع
علامة من كل ما يتعلق عليك .

اذا اجبت نعم لسؤال رقم ٣ ، اين واجهت تعين عثري
او معاملة غير عادله في الجاليه سبب عرقك او جنسك
او لون بشرتك او ديانتك او لغتك او سببك او
ديانتك ؟

- مكان اوقافه او العمل
- في المدرسه او مؤسسه ثقافيه اخرى
- ابي
- مؤسسات الكدمات الاجتماعيه
- مراكز المتبراه
- ماشه صلاصيه
- في احيائيه الجليليه
- محبه (الدجاج عدد)
- محبه (الدجاج عدد)

الحج او المنطقه او المدينه -

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٦١. الرجاء علم اذا لديك شعور بالارتعاش / الاستيقاظ

لا أعلم	نادر مرئياً ببساطة	نادر مرئياً عند	مرئياً لحدهما	مرئياً جداً	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	إي جانبك المفضلة جانبك البعده
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	إلى اللامع، واللامع الضوء في يديك فوطه و/أو منطقة يديك هالديجان - نورفولك

تخبره (الرجاء عدد)

٧ - الرجاء علم اذا كنت تؤيد أو ضد هذه البيانات ^{الفقرة}

مركز متعدد المصالح يساعد القادمين الجدد الاستيطان
في يديك فوطه و/أو منطقة يديك هالديجان أو نورفولك

أؤيد بجد

أؤيد

لا أؤيد ولا ضد

ضد

ضد بجد

تخبره (الرجاء عدد)

[سبحان ربنا نتحدث : تقرير عن شيطان وانتماء
القاصدين الجدد]

5. من فضلك، تميم موافقتك أو غير موافقتك على هذه
البيانات:

لا	لا	بلا/وافق	لا	وافق	لا توافق	وافق	وافق	وافق
أوافق	أوافق	كثيرا	أوافق	بغداد	بلا/أوافق	أوافق	أوافق	أوافق
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

أعلم أين أذهب
لتلقي نسخة قانونية
أو تحصيل قانوني

أعلم أين أذهب
لتلقي المساعدة إذا
وأصرتت نحير كغيري
في مكان العمل

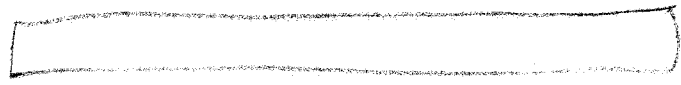
أشعر بالمان
لتلقي المساعدة
من أسر طقة

أعلم كيف أفرق
إذا رقرضت لأعباءة
عمل

أنا مطلع على تأمين
عائلة العمل

أنا مطلع على تأمين
WHIMIS

كثيره (البراد عدد)



[هذا بنا نتحدثنا تقرير عن شيخنا وانصاح القادسي الجديد]

٨. هل تحفظ الرصيد من بدات فودن او منطقة بداتك ،
عالم جاند فوفوت في ذلك اسئلة انقاصه

- نعم
- كلا
- متريه قدر
- لا اعلم
- متريه (ادجاء عدد)



٩. اذا اجبت "كلا" سؤال رقم ٨ ، الرجاء تظن هذا سؤال
داذهيه اي سؤال رقم ١٠

اذا اجبت "نعم" "متريه قدر" او "لا اعلم" سؤال رقم ٨ ،
ما هو سبب رصيك عن هذه المنطقه

- لا يجاب سكتة ارتفاع وانقاص جود
- لا يجاب صبي اكثر امان
- للاقتراي ابي صدارك اهل
- للاقتراي ابي عائلة اصدقاء ومصريات بحريه
- لا يجاب تدرية او مجالات عمل اهل
- لا يجاب مجالات للمصون من فودن كسيرة او فودن
كسيرة افضل
- للايقاد عن التغيير البعدي ؛ متلك هامله كتر عاده
سببه الاصل العربي
- للايقاد عن العواقب الحضارية مشد فزوق بين قيم
العقل الهندية و القادسيه الجديد ،
عنه (ادجاء عدد)

حول
٣
عقبات



هيا نتحدث : تقرير عن مستقبل والدمج القادمين الجدد

١. في نطاق شركتك ، ما هي بعض الطرق التي من خلالها
سكان جالسك بدأت فوف ، أو منطقتك بدأت ، هالديماند
أو مؤسسون نشقو ان ستاعد القادمين الجدد
في الاضطراب في المنطقة ؟

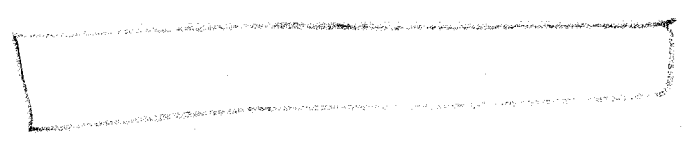
لا أعلم	لا اوافق	لا اوافق كثيرا	لا اوافق بشئ	اوافق لحد ما	اوافق	اوافق بشدة
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> زيادة وتخصيص زعماء تيم فؤسات الجالية
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> زيادة خدمات مؤملة الى عملاء الخلقة
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> صاعده القادمية اكد برضا في الحصول على مجان بد مشيرهم
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> الامتداد للمؤملات الاجنبية
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> صاعده مائيه للقادمين الجدد من فدان مني مكوينه
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> صاعده القادمية اكد للاشتغال مصلحهم الخاصة

المجتمع

لأهل العلم	لأولادهم	لأولادهم	لأولادهم	لأولادهم	لأولادهم	لأولادهم
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	برامج خاصة بالنساء المهلمات
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تجميع زياده الكفاءات بين الوالدين ووجوه معلمي المدارس
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تحسين مجال وجود خدمات الصحة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	مساعدته القادمين الجدد في مائل كالتدبير مثل رعاية الاطفال ، مساعدته المبتدئين وتأمين دررات تدريب اللغة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	مساعدته في الخدمات القانونية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	مساعدته القادمين الجدد المشهور بالتوجيه (مثلا) تهيئة التجهيز الحضري وزياده التعميل في المجتمعات

اللجان

غيره (الرجاء جد)



Appendix O – Consent Form – Spanish version

WILFRID LAURIER UNIVERSITY
(UNIVERSIDAD WILFRID LAURIER)

DECLARACION DE CONSENTIMIENTO- Usuarios- Auto Administrado

Hablemos: Encuesta sobre el Asentamiento/Adaptacion e Integracion de los recién llegados.

Hola Señores/as:

Me llamo Bharati Sethi. Soy una estudiante de post grado en el programa de Master in Social Work Program (MSW) en la Universidad de Wilfrid Laurier. Estoy trabajando con la Dra Martha Kuwee Kumsa, ella es una profesora de Trabajo Social que es tambien mi supervisora y colaboradora en la Universidad de Wilfrid Laurier. Para comunicarse con ella se puede llamar al numero 519-884-1971, extension 5227. me gustaria invitarlos a participar en una investigacion exploratoria sobre las experiencias de asentamiento e integracion de los recién llegados a Brantford y los condados de Brant-Haldimand-Norfolk.

El Grand Erie Training and Adjustment Board (GETAB) conduce esta investigacion. Yo soy la investigadora principal en esta investigacion, la misma forma parte de my MSW practicum y requisitos para la Tesis. Es una investigacion participatoria basada en la comunidad que es financiada parcialmente por el Grupo de Trabajo para los recién llegados ISTEP (Newcomer's task-force) , las siglas ISTEP queiren decir en ingles: Inmigrante, Asentamiento, Transicion, Empleo y Asociacion. Para esta encuesta contare con la participacion de alrededor de 50 trabajadores de agencias comunitarias y 100 recién llegados. El objetivo general del estudio es explorar los programas existentes en nuestra comunidad para facilitar la integracion de los recién llegados a la region de Brantford y Brant-Haldimand-Norfolk.

Por favor lea este formulario detenidamente antes de completar el cuestionario:

Detalles de la Encuesta: Este estudio se hara en base a encuestas en linea (online), todas en un sitio seguro. El tiempo requerido para completar la encuesta es aproximadamente 45 minutos.

Quien puede participar: Para poder participar en esta encuesta usted debe cumplir con los siguientes requisitos: es recién llegado/a, Covention Refugee, Refugee Claimant, o otra clase de persona nacida afuera de Canada que esta en Canada menos de 5 años, usted debe tener mas de 18 años, no importa el genero, debe residir en Brantford o los condados de brant, Haldimand o Norfolk.

Riesgos y Beneficios: Si usted decide participar en esta encuesta , se le preguntara acerca de los programas que facilitaron su integracion a la comunidad asi como tambien los obstaculos que tuvo que enfrentar. Esta encuesta consta de cinco partes: Educacion, Empleo, Capacitacion, Salud y el aspecto social. Participar en esta encuesta es ventajoso para usted ya que podremos evaluar bien los programas que existen en la comunidad,

Appendix O – Consent Form – Spanish version

promovera la integracion, y mejorara la colaboracion entre las agencias comunitarias. Yo no anticipo ningun efecto negativo como resultado de su participacion en esta encuesta. Pero si usted experimenta cualquier problema por favor comuniquese con Brant Mental Health Crisis Response Line al telefono 519-752 CARE (2273)

Confidencialidad: Todas sus respuestas son anonimas y se mantendran en total confidencia. Su nombre y detalles que puedan identificarlo no se incluiran en los resultados. Ademas, ningun resultado a nivel individual sera incluido en el informe final, solamente incluiremos resultados estadisticos. Toda la informacion recopilada a traves de la encuesta electronica (online survey) se guardara en un archivo electronico asegurado que sera accesible solamente al investigador, su supervisora y los miembros del comite de ISTEP en la oficina de ISTEP. Todas las encuestas se destruiran en un año. La informacion recopilada a raiz de esta encuesta se mantendra por un periodo de cinco años.

Compensacion: Cada persona podra participar en tres rifas de 50 dolares cada una. Si usted desea participar en la rifa, por favor complete la informacion al final del cuestionario. Las direcciones electronicas y numeros de contacto se mantendran separadas de la informacion recopilada en la encuesta para asegurar confidencialidad. Si usted gana una de las rifas, le avisaremos por telefono, correo electronico o correo en la Segunda semana de Septiembre 2008.

Contacto: Si usted tiene cualquier pregunta o inquietud, por favor comuniquese conmigo al telefono 519-758-5473. Este proyecto ha sido revisado y aprobado por el Directorio Universitario de Investigacion Etica (University research Ethics Board). Si usted siente que no fue tratada de acuerdo a lo que dice este formulario o si sus derechos como participante en esta investigacion han sido violados usted puede comunicarse con el Dr. Bill Marr, Presidente del Directorio Universitario de Investigacion Etica de la Wilfrid Laurier University, (519)-884-0710, interno 2468.

WILFRID LAURIER UNIVERSITY
(UNIVERSIDAD WILFRID LAURIER)
DECLARACION DE CONSENTIMIENTO- Usuarios- Auto Administrado

Participacion: Nosotros creemos que su participacion en esta encuesta es muy importante ya que expondra las carencias en los servicios a los recién llegados/as en nuestra region. Pero su participacion es voluntaria y si decide no participar no habran consecuencias para usted. Si usted decide participar, tambien puede retirarse del estudio en cualquier momento sin perjuicio para usted. Si usted se retira antes de la recopilacion de la informacion, su informacion le sera devuelta o sera destruida. Si bien pensamos que cada una de las preguntas es valiosa a fin de determinar el apoyo a los recién llegados en nuestra comunidad, usted tiene el derecho de omitir cualquier pregunta que desee. Su participacion en las preguntas es estrictamente voluntaria. Puede saltar preguntas sin contestarlas o puede cambiar la respuesta a preguntas ya contestadas.

Appendix O – Consent Form – Spanish version

Publicacion de los resultados: Un resumen de los resultados de la investigacion sera compartido con los miembros del grupo de trabajo de ISTEP y presentado a organizaciones locales en reuniones comunitarias y tambien sera accesible a las agencias que trabajan con inmigrantes y otras agencias interesadas. . Cuando se complete este estudio, se publicara un resumen de los resultados de la investigacion en este sitio electronico o tambien se lo podemos enviar por correo si usted asi lo desea.

Consentimiento: He leido la informacion previa y la comprendo. He recibido una copia de este formulario. Estoy de acuerdo en participar de esta encuesta.

Firma de participante _____ Fecha _____

Firma de Investigador _____ Fecha _____

Si desea obtener una copia de los resultados de este proyecto, por favor a continuacion incluya su nombre y direccion.

Me gustaria recibir una copia del informe final

Nombre de participante: _____ Numero de Telefono _____

Direccion _____

Direccion de correo electronico _____

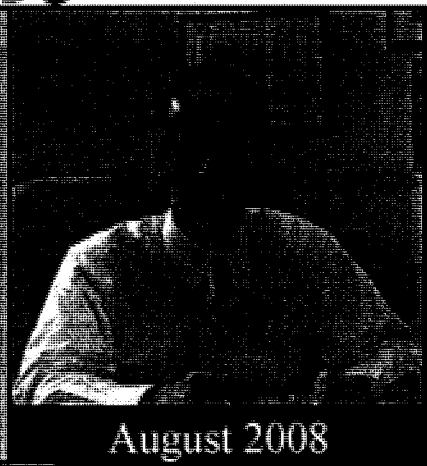
Prefiero que se comuniquen conmigo por correo correo electronico Telefono

Por favor incluya mi nombre en la rifa

Nombre de participante: _____ Telefono _____

Direccion _____

Correo electronico _____



Brant Immigration Trends & Awareness

I was recently contacted by Bharati Sethi, Masters student in social work at Wilfrid Laurier University. Bharati is conducting a community based participatory research project hoping to give direction, based on newcomer perspectives, to community agencies regarding the next steps which are needed to help with newcomer integration. Additionally, Bharati's research may be the first of its kind for this area on newcomer issues.

There is much work that can be done to facilitate the integration of newcomers to our community, and service providers are eager to assist the newcomers. To do so, we must be aware of the immigration trends in Canada so we are able to adapt and better meet the needs of our new neighbours; as Bharati has reminded me, newcomers are now moving more so into smaller cities and only recently have researchers from these cities commenced looking at the barriers which newcomers face.

Bharati has found that some challenges for newcomers to our community include the lack of skills training and educational bridging programs available to immigrants within the region; a lack of comprehensive data about the services available; a lack of understanding of Canadian work settings, expectations, and culture; a lack of advanced workplace language training and the absence of an immigrant/community based advisory. Furthermore, when Bharati immigrated to Canada years ago, she also encountered feelings of loneliness, fear and isolation.

Certainly, the experience which the overwhelming majority of immigrants have in our community is very positive, and on virtually a daily basis I hear from newcomers how welcome they feel in our midst. That said, there is much we can do to improve our community to ease the transition of newcomers. This is important as newcomers contribute positively to our community, to the betterment of our area, and to everyday life. Bharati has found that there is need for improvement in education, language and vocational training, and in providing health and social networks for long term usage.

As writer and social activist Robert Alan said: "cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of humanity". Our community is a true reflection of the diversity that Canada has become. We have people, literally from all over the world, who have joined us in Brant and have found, as we have, safety for themselves and their families, their right to follow traditions and to worship as they see fit, and abundant opportunities for employment and education.

Our Voice, Our Community

As the Member of Parliament for Brant, I have the privilege of seeing first hand the tremendous contributions which have been made to our community by newcomers to our community – at workplaces, at schools, volunteering at charitable events, at churches, and at a great number of other locations and activities.

The issue of immigration is critical to Canada and to Brant. For many years, we welcomed over 240,000 immigrants though, recently, the Conservative government has reduced immigration to Canada, something on which our country obviously relies. Citizenship and Immigration Minister Diane Finley has introduced a controversial bill to amend the Immigration Act. If it is passed in the House of Commons, the bill would not only give the Minister unilateral authority to determine priorities for the processing of immigration and application requests, but could also potentially further reduce the number of new immigration applications accepted each year. For over fifty years, our immigration system has been based on fairness and objectivity, and must surely remain so.

Credit goes to the newcomers who are leaving their homelands and are joining us in Canada, and to individuals such as Bharati who are working towards bridging the gap between old and new. Credit also goes to the long time citizens of our community who welcome newcomers, who reach out and help to provide opportunities to their new neighbours and partners.

All of these individuals express their gratitude to Canadians, and especially to the citizens of our community, for the opportunities which have been provided to them – to build, or rebuild, their lives and the lives of their families; to live, work and play in safety; to be treated equally and fairly; and to live amidst Canadian-born individuals who are welcoming to newcomers.

Bharati is looking for newcomers to the community who have arrived in Canada within the last five years to participate in the research. Your experience as a newcomer is invaluable to the study. If you are such an individual, I encourage you to contact her, or you may take her survey online at www.getab.on.ca, under 'What's New?' you will find the Newcomer Survey. The deadline to complete it is September 22, 2008.

If you have any questions or need a translated version in your language she can be reached at the Grand Erie Training and Adjustment Board 519-756-1116, or at 519-758-5473 or by email at bharatisethi@yahoo.ca

One may also be interested in contacting the Internationally Trained Professions program offered by Training Visions, which helps immigrants build workplace skills, at 519-756-5577, or visit www.training-visions.com. For additional assistance and services, please contact Immigrant Settlement Services - YMCA of Brantford, at 519-752-4568, or by email at Immigrant_Settlement@ymca.ca

All of my previous circulars can be obtained either by browsing them online through my website, www.lloydstamand.ca, and by clicking on 'Newsletters' or by calling my Constituency Office at 519-754-4300.

Ottawa Office

663 Confederation Building
House of Commons
Ottawa, ON K1A 0A6
Tel: 613-992-3118



Constituency Office

98 Paris Road
Unit 3
Brantford, ON N3R 1H9
Tel: 519-754-4300

e-mail: stamal@parl.gc.ca
www.lloydstamand.ca

Appendix V

Demographics of Newcomers

Gender		
Total	Male	Female
N= 212	71 (34%)	141(66%)
Age		
15-24 years		10(5%)
25-34 years		72(34%)
35-44 years		77(36%)
45-54 years		33(16%)
Over 55 years		20(9%)
Marital Status		
Single		26(12%)
Never Married		7(3%)
Married		137(65%)
Divorced		13(6%)
Separated		13(6%)
Widowed		8(4%)
Living Common-Law		6(3%)
Immigration Status		
Canadian Citizens		77(37%)
Landed Immigrants		99(48%)
Refugee		9(4%)
Persons with a Work Permit		19(9%)
Students with a visas		0(0%)
Visitor		2(1%)
Country of Origin		
India		52(25%)
China		31(15%)
Philippines		15(7%)
Africa		7(3%)

Annual Income of Newcomers	
No income	45(21%)
Less than \$19,000	62(30%)
\$20,000 to \$29,000	35(17%)
\$30,000 to \$39,000	26(12%)
\$40,000 to \$49,000	15(7%)
\$50,000 to \$59,000	12(6%)
\$60,000 to \$69,000	7(3%)
Over \$70,000	1(1%)

Appendix W

Demographics of Agencies

Status of the Organisation			
Total	Non-Profit	For-Profit	Other
N= 224	168 (71%)	56(24%)	13(5%)
Location of the Agency			
City of Brantford			17(57%)
Norfolk County			58(19%)
Brant County			34(11%)
Haldimand County			31(10%)
Other			9(3%)
Type of Service Offered			
Employment services			99(14%)
Basic Services (e.g. food, shelter etc.)			86(12%)
Housing			74(10%)
Educational services			74(10%)
Legal counseling			70(10%)
Immigration related services			66(9%)
Language training			66(9%)
Health related services (Medical)			64(9%)
Financial services			53(7%)
Other			74(10%)
Category of the Organisation			
Social Services			43(14%)
Academic institute			38(12%)
Community organization			36(12%)
Health care			32(10%)
Business organisation			30(10%)
Immigrant service agency			24(8%)
Legal			20(6%)

Country of Origin of Newcomer clients

China	108(15%)
India	88(13%)
Europe	88(13%)
Pakistan	75(11%)
Philippines	55(8%)
United Kingdom	50(7%)
South Korea	25(4%)
Iran	24(3%)
Afghanistan	22(3%)
Sri Lanka	18(3%)
Taiwan	11(2%)
Other countries	103(14.7%)

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