



Study on Settlement Services for Newcomers in Isolated Rural Areas and Small Towns in Ontario

Final Report

May 30, 2001

Funded by:

CITIZENSHIP AND IMMIGRATION CANADA (CIC),
ONTARIO ADMINISTRATION OF SETTLEMENT AND IMMIGRATION
SERVICES (OASIS)



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

Prepared by:

HCA
HARRY CUMMINGS & ASSOCIATES

96 KATHLEEN ST.
GUELPH, ONTARIO
N1H 4Y3

TELEPHONE: (519) 823-1647

FAX: (519) 821-0202

EMAIL: hca@web.ca

WEBSITE: <http://www.web.net/~hca>

The opinions and views expressed in this study are those of the
author and do not necessarily reflect the opinions of CIC, OASIS.

Executive Summary

While the majority of recently arrived immigrants locate in large metropolitan areas in Southern Ontario, newcomers also settle in small towns and rural areas across the province. The delivery of settlement services in small towns and isolated areas can be challenging given the varying frequency of the service demand and the large geographical distances between small towns. As well, communities in rural areas are unlikely to have the established ethnocultural communities that are sometimes found in metropolitan areas and which are sufficiently organized to assist newcomers in the settlement process.

This report was produced in response to the interest of Citizenship and Immigration Canada, Ontario Administration of Settlement and Integration Services (CIC, OASIS) in gaining a better understanding of the types of settlement services and information being accessed by newcomers in rural and remote areas of Ontario. A further area of interest was to determine the way in which services and information are being accessed by newcomers. The research was also concerned with identifying alternative methods/models of service delivery as they relate to meeting the needs of newcomers.

The study was completed using a variety of information sources and methodologies, including:

- A review of literature that examines immigration policy and settlement programs and funding in Canada and Ontario.
- An analysis of the Research Area using data from Statistics Canada.
- Interviews and focus groups with 27 service providers representing 22 different organizations in Timmins, Dryden, Kenora, Sault Ste. Marie and Cornwall.
- Interviews with 43 newcomers in Timmins, Dryden, Kenora, Sault Ste. Marie and Cornwall

Canada's history is linked closely to immigration and net migration is set to take on an increasingly important role in Canada's future. In its immigration plan for 1995-2000, the federal government policy moved to assert a greater emphasis on economic over family immigrants and refugees. The recent increase in business immigration and the efforts of the federal government to actively recruit this type of immigrant has implications for economic and social policies as well as cultural and linguistic programmes in light of the multicultural composition of family dependents, business and entrepreneurial immigrants and refugee movements.

Settlement services in Ontario are provided by a diverse group of community organizations, government agencies and individuals. In larger urban centres some services are offered through established ethnic community organizations or multicultural centres. In smaller communities, the range of settlement services and the availability of training for service providers may be more limited. Settlement service organizations typically have a range of partnerships that cut across the public, private, and voluntary

or social service sectors. Some of the more common types of settlement services include:

- interpretation and translation
- English or French language classes
- assistance with finding a job or employment training
- short-term para-professional counselling
- assistance with filling forms and applications
- referrals to other resources in the community

Beyond offering information and referrals some organizations work to develop programs and policies that respond to the needs of immigrants, represent community interests, engage the government and media, speak on behalf of immigrants and help nurture formal and informal leadership in emerging communities.

Different levels of government and government departments have taken responsibility for funding various settlement programs. The federal government through the Department of Citizenship and Immigration offers a nationwide program known as the Immigrant Settlement and Adaptation Program (ISAP). The aim of ISAP is to assist newcomers in the settlement process by providing reception and orientation programs and making referrals to mainstream agencies such as Human Resources Development Canada. ISAP also funds projects that are designed to compliment or improve the delivery of settlement services. Although the Program is mainly for newcomers, other eligible immigrants may qualify, regardless of how long they have been in Canada, as long as they have not yet acquired Canadian citizenship.

Citizenship and Immigration Canada (CIC) also funds the Language Instruction for Newcomers to Canada (LINC) program. This is a free service that provides basic language instruction in English or French to adult immigrants. As well, CIC provides funding for the HOST program, which places immigrants with volunteers to help immigrants overcome the stress of moving to a new country.

The Ontario government, represented by the Ministry of Citizenship, Culture and Recreation, funds the Newcomer Settlement Program (NSP). The program supports direct core services including assessing newcomers' settlement needs, providing information, orientation and referrals, and filling out forms and applications. A second service category relates to recruiting, coordinating and training volunteers to assist in providing settlement services to newcomers.

Results

Based on the research findings it is evident that there is considerable variation in the types of settlement services being offered in rural and remote areas of Ontario. The study indicates that some communities have a greater number and variety of service organizations than others. As well, some settlement service providers appear to be better linked to other service organizations in their community.

None of the four Northern Ontario communities in this study possess an agency or organization whose sole purpose is to provide settlement services to immigrants and refugees. Services being accessed by newcomers in Northern Ontario are typically provided through an organization offering services to newcomers as part of a larger operational mandate directed at the general public.

The organizations providing settlement services in this study typically derive their funding through a combination of sources. Some of the more common agency funders include Human Resources Development Canada, the Ontario Ministry of Training, Colleges and Universities, and the Ontario Ministry of Citizenship, Culture and Recreation. Some service organizations are also receiving support from local school boards.

Important sources of information and services identified by newcomers include literacy training centres, adult education centres, employment centres, multicultural associations, volunteer centres, libraries, health centres and church groups.

Many of the immigrants interviewed in this study received personal assistance from friends, family members, co-workers, and sponsors in accessing information. The assistance provided by these individuals often helps to address initial settlement needs such as finding accommodation, learning about job opportunities, and finding a family doctor.

Where there is an absence or limited range of formal settlement services, volunteers represent a key alternative source of assistance. Volunteers help newcomers find their way around the community and access information. In some cases volunteers are able to act as interpreters/translators. Volunteers also play a role in providing one-on-one English language instruction. However, relying on volunteers as service providers is problematic. In providing English language training and other settlement related services, volunteers may lack the time and materials as well as the training and experience to deliver the types of services that will foster long-term benefits for the newcomer.

The three most requested service needs identified by newcomers were:

- English language training
- finding employment
- finding a doctor

Acquiring English language skills was viewed by almost all of the respondents as an important step in integrating into Canadian society. Immigrants recognize that the greater their proficiency in English, the greater their chances of securing better jobs and accessing a wider range of services. Little reference was made to the provision of French language services throughout the research process from the perspective of service providers and newcomers.

Alternative Methods of Service Delivery

A number of alternative methods of service delivery were examined in the study including Internet based resources such as VolNet, Settlement.org, and AlphaRoute; distance education programs; and a pilot project for enhancing communications in Thunder Bay. These methods were presented during the focus groups and interviews with service providers and discussed with newcomers. Respondents were asked to comment on their appropriateness in meeting the needs of newcomers.

Internet

The Internet is not an appropriate information resource for every newcomer. While service providers and newcomers acknowledged that the Internet can provide valuable information, not every newcomer can easily access the information. Some newcomers are more limited than others in their English language and computer skills and not every newcomer has access to a home computer or lives in a community that provides public access to computers or technical assistance. Thus an important consideration in promoting Internet based service delivery is ensuring that some form of public access is available with technical assistance.

Distance Education

Service providers are largely unaware of distant education opportunities for newcomers. Some service providers are uncertain if distant education programs such as English language training can adequately address the different language training needs of all newcomers. Very few newcomers expressed an interest in taking distant education courses. There is a strong interest among newcomers in receiving English language training in a classroom setting with an English language instructor.

Enhancing Linkages between Communities and between Service Organizations

A pilot project being undertaken by the Thunder Bay Multicultural Association is attempting to improve the delivery of settlement services and information by enhancing the linkages between towns and service organizations and establishing access points in communities where newcomers can access the Internet and obtain referrals to other service providers. A primary interest of the project is to deliver services through existing organizations and facilities as a means of reducing costs. The project is a three phase initiative that begins with an assessment of services currently available. The second phase of the project is directed at building up linkages between communities and establishing access points where information and Internet service could be accessed. The third phase involves project evaluation and planning maintenance for the program.

None of the communities in this study have initiated a similar project although it is clear from the findings that communities would benefit from adopting a similar strategy. Conducting a community wide assessment of service organizations and their settlement related activities would enable service organizations to become more knowledgeable of the types of services and information the community has to offer newcomers and where it can be accessed.

The assessment process would also serve to highlight gaps in service delivery and enable organizations to identify service providers in other communities that could receive referrals. Few of the service organizations in this study have developed formal referral protocols. Findings from the interviews with newcomers and service providers revealed cases where newcomers were not referred to services that were available locally. A referral protocol for service providers in rural and remote areas should be developed as part of the community assessment process to ensure that the information provided to newcomers is accurate and comprehensive.

Multicultural Festivals

A number of communities in Northern Ontario feature annual Multicultural Festivals. A number of newcomers in this study indicated that they attend these festivals whenever possible. These events could serve as a venue for disseminating information on services available to newcomers. They could also provide service organizations with an opportunity to collect feedback from newcomers on how services and service delivery could be improved.

Settlement Information at Entry Points into Canada

Newcomers in this study indicated that the settlement information being provided at Canada's major entry points does not describe the services being offered in smaller communities. Newcomers would like to be better informed about the types of services available in rural and remote areas of the province and the specific organizations that are providing the service prior to arriving.

Job Sharing

The low number of newcomers in some rural and remote communities often does not support the position of a full-time settlement service provider. Service organizations in these communities should consider establishing a part-time settlement service position. Working on a demand basis with newcomers, the service provider could conduct an initial assessment of the newcomers needs and provide information and referrals to other service providers either locally or outside the area. Ideally, this position would be partnered with another service organization where it would become a full-time position with duties being split between the organizations. Administering the position through an established organization would enable the service provider to share office resources such as phones, photocopier, fax, computers, etc.

The partnership approach to service delivery may also have applications for the provision of English language programs. Communities in rural and remote areas that have literacy training programs but not English language programs should explore opportunities for partnering with the local business community, school boards and CIC, OASIS. This is the approach taken by the Prince of Wales Adult Education Centre in Sault Ste. Marie, which partnered with the local school board to develop an English language program for international students. The fees charged to international students cover the operating costs of the program and immigrants are allowed to attend the classes free of charge. A shortcoming of the program is that it only remains operational while the program attracts a regular number of international students. Securing partial

funding through CIC, OASIS when there are a low number of international students enrolled in the program would ensure that the service remains accessible to newcomers.

The partnership approach described above is consistent with the Thunder Bay service delivery model, which promotes the use of existing organizations and facilities for delivering services as a means of reducing costs.

As a further measure of aiding service organizations in maintaining or establishing English language programs for newcomers, government departments and ministries should cover the costs associated with English language materials and professional development workshops that are used by agencies that are not funded to deliver the LINC/ISAP/HOST program in isolated areas across Ontario.

Recommendations

Based on the findings reported in this study, the Consultant recommends that CIC, OASIS consider the following recommendations for delivering services in the North.

1. Organizations/agencies responsible for providing settlement services in Northern Ontario communities should be promoted at major points of entry into Canada.
2. Settlement service agencies in Northern Ontario should undertake annual community outreach activities in order to increase their profile in the community for the sake of informing newcomers and other service organizations of what the agency has to offer.
3. A number of communities in Northern Ontario feature annual Multicultural Festivals. A promotional program should be developed by federal and provincial service organizations such as the Ontario Ministry of Citizenship, Culture and Recreation, HRDC and CIC, OASIS to tour the various festivals and provide information on settlement services, Internet based resources and distant education opportunities. Local settlement service providers should partner with these organizations and incorporate the activity as part of an ongoing community outreach program.
4. Internet based information and distant education programs relevant to newcomers should be inventoried and widely promoted in Northern Ontario.
5. When newcomers with limited English language and computer skills are directed to access information through the Internet, service organizations in Northern Ontario should be prepared to provide direct assistance along with access to a computer or a referral to an agency that can provide assistance and access to a computer.

6. A newcomer referral protocol should be developed with input from service providers in Northern Ontario communities. While not every service organization offers information or programs applicable to newcomers, they should at least be aware of the nearest agency that offers settlement services.
7. Funders of settlement programs should consider establishing fee-for-service contracts for community service organizations (English language training centres, Multicultural centers, etc.) across Northern Ontario so that each community would have a reception centre. Funding for each month would be based on the number of immigrants serviced.
8. Funders of settlement programs should partner with established literacy programs in Northern Ontario communities and provide partial funding to support part-time settlement service workers and/or English language instructors.
9. Government departments and ministries should cover the costs associated with English language materials and professional development workshops that are used by agencies that are not funded to deliver the LINC/ISAP/HOST program in isolated areas across Ontario.

The delivery of settlement services in small towns and isolated areas in Ontario is a challenging task for service providers. The large geographic distances between towns, the varying frequency of service demand, and a client base with special needs place a unique set of demands on agencies working to help immigrants integrate into Canadian society.

Newcomers are continuing to settle in rural and remote areas of the province even though there are deficiencies in settlement services in some communities. Adopting alternative methods of service delivery will help service organizations to ensure that the needs of newcomers in their community are addressed in an effective and efficient manner.

Acknowledgements

Harry Cummings and Associates would like to thank the newcomers who were gracious enough to meet with and answer questions for this study. A number of interviewees welcomed our consultants into their home to conduct the survey, and the many cups of tea provided by these people were greatly appreciated.

We would also like to thank the many organizations that provided referrals and information for this study. The organizations are located in the communities of Timmins, Dryden, Kenora, Sault Ste. Marie, Cornwall and Thunder Bay.

We would particularly like to thank the Community Mental Health Association in Timmins for providing a space for the Timmins focus group. In addition, the following organizations in Timmins were helpful in finding newcomers to interview, as well as providing information on service delivery of settlement services:

- Human Resources Development Canada, Human Resource Centre of Canada, Timmins Office
- Cochrane District Community Care Access Centre
- Timmins and District Victim Crisis Assistance and Referral Service
- Timmins and Area Women in Crisis Support and Information Centre on Violence Against Women, Women in Crisis Support and Information Centre on Violence Against Women
- Salvation Army, Timmins Corps
- Cochrane Child and Youth Service Incorporated
- Porcupine Health Unit, Timmins
- Ontario Legal Aid Plan, Timmins
- Cochrane Temiskaming Children's Treatment Centre, Timmins Head Office
- Children's Aid Society, Porcupine and District
- Timmins Public Library
- Timmins and District Hospital
- Community Mental Health Association
- Timmins Learning Centre
- Cochrane and District Social Services Administration Board
- Literacy Network North East
- Timmins Volunteer Centre
- Volunteer Awards Program, Timmins
- Chamber of Commerce, Timmins
- St. Georges Church, Timmins
- Venture Centre, Community Futures
- PACE Centre – Programs in Adult and Continuing Education, Timmins Board of Education

- Community Education Initiative
- Northern College, Literacy and Basic Skills program
- Multicultural Association of Timmins, with further contacts made with participating clubs including La Ronde (French language school and cultural organization), Slovenian, Scottish, Irish, German, Austrian, Ukrainian, East Indian, Croatian, Finnish, Dante (Italian), Polish White Eagle Society, Chinese Community Centre, and Filipino community members.

HCA would like to acknowledge the assistance of the Dryden Literacy Association for assisting with the planning of the focus group in Dryden Ontario. The DLA, as well as the Dryden District Crisis Shelter, Hoshizaki House and the Welcome Wagon provided names and phone numbers of newcomers to be interviewed. In addition, Ontario Works in Dryden, the United Church of Dryden, the Dryden Welcome Wagon and the Chamber of Commerce provided useful information to the study.

HCA would like to thank the Lake of the Woods Employment Action Project, the Notre Dame Catholic Church, the Community Interpreter Access Service and the Women's Shelter Saakaate House for providing referrals to newcomers in Kenora. Further information regarding settlement service provision was also provided by:

- Kenora District Housing Corporation
- Lake of the Woods Adult Learning Line
- Multicultural Association of Kenora and District
- Food and Clothing Assistance – Knox United Church, Kenora
- Other Ways Now Program, Kenora
- Ontario Works, Kenora
- North-western Health Unit, Kenora
- Legal Aid Ontario, Kenora
- Lake of the Woods District Hospital
- Kenora Sexual Assault Centre
- Community Counselling Services, Kenora
- Community Care Access Centre for Kenora and Rainy River Districts

We would like to acknowledge the assistance and information provided by the staff at the Prince of Wales Adult Education Centre in Sault Ste. Marie. Staff at the Centre was particularly helpful in providing referrals for newcomers, as well as providing a space to conduct interviews. Other organizations that were of assistance during the study include:

- Ontario Ministry of Community and Social Services, Sault Ste. Marie
- Algoma Community Care Access Centre
- Human Resources Development Canada, Sault Ste. Marie Office

The T.R. Leger School of Adult, Alternative and Continuing Education and the Cornwall and District Immigration Services Agency were particularly helpful in providing

information and referrals to the consultants in Cornwall. In addition, the Employment and Education Resource Centre (EERC) was helpful in providing some names of newcomers to interview, as well as a description of their services.

Vince Deschamps

Don Murray

Karen Morris

Harry Cummings

Harry Cummings & Associates

Table of Contents

<i>Executive Summary.....</i>	<i>i</i>
<i>Acknowledgements.....</i>	<i>viii</i>
<i>Table of Contents.....</i>	<i>xi</i>
<i>1.0 Introduction and Background to the Research.....</i>	<i>1</i>
<i>2.0 Methodology.....</i>	<i>2</i>
<i>3.0 Literature Review.....</i>	<i>9</i>
<i>3.1 Introduction.....</i>	<i>9</i>
<i>3.2 Immigration Policy and Source Countries of Immigration to Canada.....</i>	<i>9</i>
<i>3.3 Future Immigration Flows and Consequences.....</i>	<i>11</i>
<i>3.4 Settlement Programs and Funding in Canada.....</i>	<i>12</i>
<i>3.4.1 Federal Programs.....</i>	<i>13</i>
<i>3.4.2 Provincial Programs.....</i>	<i>16</i>
<i>3.5 Settlement Organizations in Ontario.....</i>	<i>17</i>
<i>3.6 Settlement and Integration in Canadian Society.....</i>	<i>18</i>
<i>3.7 Settlement and Integration Research in Rural or Isolated Areas of Canada.....</i>	<i>20</i>
<i>3.8 Building a Model of the Settlement Process for Northern Ontario.....</i>	<i>29</i>
<i>3.8.1 Conceptualizing Settlement and Integration.....</i>	<i>29</i>
<i>3.8.2 Settlement Process Model for Northern Ontario.....</i>	<i>34</i>
<i>3.9 Review of Alternative Methods of Service Delivery.....</i>	<i>37</i>
<i>3.10 Literature Review Summary.....</i>	<i>42</i>
<i>4.0 Site Identification, Selection and Profiles.....</i>	<i>46</i>
<i>4.1 Defining the Research Area.....</i>	<i>46</i>
<i>4.2 Ethnic Profile of Northern Ontario.....</i>	<i>46</i>
<i>4.2.1 Ethnic Origins.....</i>	<i>47</i>
<i>4.2.2 Visible Minorities.....</i>	<i>50</i>
<i>4.2.3 Mother Tongue.....</i>	<i>52</i>
<i>4.3 Profile of Newcomers in Northern Ontario.....</i>	<i>54</i>
<i>4.3.1 Immigrant Population.....</i>	<i>54</i>
<i>4.3.2 Place of Birth.....</i>	<i>55</i>
<i>4.3.3 Country of Last Permanent Residence.....</i>	<i>57</i>
<i>4.3.4 Length of Time in Canada.....</i>	<i>58</i>
<i>4.3.5 Immigration Classes.....</i>	<i>59</i>
<i>4.3.6 Age and Gender and Marital Status.....</i>	<i>60</i>
<i>4.3.7 Educational Qualifications.....</i>	<i>61</i>
<i>4.3.8 Language.....</i>	<i>62</i>
<i>4.3.8 Intended Occupations.....</i>	<i>63</i>
<i>4.4 Target Communities.....</i>	<i>63</i>
<i>5.0 Summary of Interview and Focus Group Results.....</i>	<i>66</i>
<i>5.1 Timmins and Area.....</i>	<i>66</i>
<i>5.1.1 Service Providers.....</i>	<i>66</i>
<i>5.1.1.1 Alternative Methods of Service Delivery - Service Providers.....</i>	<i>67</i>
<i>5.1.2 Interviews with Immigrants.....</i>	<i>68</i>
<i>5.1.2.1 Alternative Methods of Service Delivery - Newcomers.....</i>	<i>69</i>
<i>5.1.3 Summary - Timmins and Area.....</i>	<i>70</i>
<i>5.2 Kenora, Dryden and Area.....</i>	<i>71</i>
<i>5.2.1 Service Providers.....</i>	<i>71</i>
<i>5.2.1.1 Alternative Methods of Service Delivery - Service Providers Dryden.</i>	<i>72</i>
<i>5.2.1.2 Alternative Methods of Service Delivery - Service Providers Kenora</i>	<i>74</i>

5.2.2 Interviews with Immigrants - Dryden and Kenora	76
5.2.2.1 Alternative Methods of Service Delivery - Dryden Newcomers.....	77
5.2.2.2 Alternative Methods of Service Delivery - Kenora Newcomers.....	78
5.2.3 Summary - Dryden and Kenora	78
5.3 Sault Ste. Marie and Area.....	79
5.3.1 Service Providers.....	79
5.3.1.1 Alternative Methods of Service Delivery - Service Providers.....	81
5.3.2 Interviews with Immigrants.....	81
5.3.2.1 Alternative Methods of Service Delivery - Newcomers.....	83
5.3.3 Summary - Sault Ste. Marie.....	84
5.4 Cornwall and Area.....	84
5.4.1 Service Providers.....	84
5.4.1.1 Alternative Methods of Service Delivery - Service Providers.....	87
5.4.2 Interviews with Immigrants.....	87
5.4.2.1 Alternative Methods of Service Delivery - Newcomers.....	89
5.4.3 Summary - Cornwall.....	90
6.0 Conclusions and Recommendations.....	91
6.1 Settlement Services in Rural and Remote Areas.....	91
6.2 Alternative Methods of Service Delivery.....	92
6.3 Recommendations.....	98
References.....	100
Appendices	
Appendix A Population and Ethnic Profile of Cornwall	106
Appendix B Protocol for Interviews and Focus Groups.....	108
Appendix C Report on One-on One Interviews with Immigrants in Timmins.....	118
Appendix D Report on Service Providers in Timmins.....	128
Appendix E Report on One-on One Interviews with Immigrants in Dryden.....	146
Appendix F Report on Service Providers in Dryden	154
Appendix G Report on One-on One Interviews with Immigrants in Kenora	163
Appendix H Report on Service Providers in Kenora	171
Appendix I Report on One-on One Interviews with Immigrants in Sault Ste. Marie	179
Appendix J Report on Service Providers in Sault Ste. Marie	189
Appendix K Report on One-on One Interviews with Immigrants in Cornwall.....	193
Appendix L Report on Service Providers in Cornwall	204
Appendix M Service Organizations that Participated in the Study	212
Appendix N CIC, OASIS Call for Proposals.....	221

Study on Settlement Services for Newcomers In Isolated Rural Areas and Small Towns in Ontario

1.0 Introduction and Background to the Research

The Citizenship and Immigration Canada, Ontario Administration of Settlement and Integration Services (CIC, OASIS) funds a variety of settlement contribution programs and services for newcomers. These programs include the Immigrant Settlement and Adaptation Program (ISAP), HOST, and Language Instruction for Newcomers to Canada (LINC). These programs are intended as bridging services to help facilitate access to community services and to enable newcomers to become participating and contributing members of Canadian society.

While the majority of recently arrived immigrants locate in large metropolitan areas in Southern Ontario, newcomers also settle in small towns and rural areas across the province. The delivery of settlement services in small towns and isolated areas can be challenging given the varying frequency of the service demand and the large geographical distances between small towns.

In 1998, province wide consultations were held with various stakeholders that identified the need to research strategies and models of service delivery that address the needs of newly arrived immigrants who settle in rural areas across Ontario. CIC, OASIS was particularly interested in exploring methods of service delivery and the experience of newcomers in communities/regions of Northwestern and Northeastern Ontario.

As noted in the Terms of Reference, the research project was to be directed at newcomers who have been in Canada for less than five years and who are eligible for programs funded by CIC, OASIS. The research was also to focus on those rural areas or small towns in Northeastern and Northwestern Ontario that receive less than 50 newcomers a year.

This report represents an assessment of the types of settlement services currently available in communities in Northern Ontario and identifies models of delivering services to rural and remote areas. The report also profiles the types of services being accessed by newcomers in Northern Ontario and Cornwall and the manner in which newcomers access services. Information is derived from interviews and focus groups with service providers and newcomers and through a review of available documents.

2.0 Methodology

The study was completed using a variety of information sources and methodologies, including:

- A review of literature that examines immigration policy and settlement programs and funding in Canada and Ontario. The review also examines studies that have explored the immigrant settlement experience in rural and remote regions of Canada. The review explores models of the immigrant settlement process and provides an overview of several service delivery alternatives.
- An analysis of the Research Area using data from Statistics Canada. The analysis includes a breakdown of the census divisions and subdivisions that form Northwestern and Northeastern Ontario. Population profiles are presented based on ethnicity, mother tongue and visible mother tongue.
- A focus group with 8 mainstream service providers representing 8 different organizations in Timmins.
- Three one-on-one interviews with mainstream service providers representing an additional 3 organizations in Timmins.
- A focus group with 8 settlement and mainstream service providers representing 5 different organizations in Dryden.
- A one-on-one interview with a settlement service provider in Sault Ste. Marie.
- Three one-on-one interviews with settlement service and mainstream service providers in Cornwall.
- Seven one-on-one interviews with settlement and mainstream service providers in Kenora.
- One-on-one interviews with forty-three newcomers to Canada located in Dryden (5), Sault Ste. Marie (11), Timmins (9), Kenora (7) and Cornwall (11).

For the purposes of this study, the criteria for inclusion as a target community required that communities be “isolated rural areas and small towns within Northeastern and Northwestern Ontario, that receive less than 50 newcomers a year”. After reviewing Statistics Canada data, it was decided through consultation with CIC, OASIS that Timmins, Dryden, Sault Ste. Marie and Kenora would serve as the target communities.

Part way through the research process, the project was amended to include the town of Cornwall in Eastern Ontario at the request of CIC, OASIS. Additional details on the selection process are provided in Section 4 of the report.

While the original intent of the study was to conduct focus group sessions with settlement service providers in Dryden and Timmins, additional one-on-one interviews were conducted with service providers in Kenora, Sault Ste. Marie and Cornwall. The Consultant felt that these additional interviews would add to overall understanding of settlement services in these areas, and Northern Ontario as a whole. As noted above, one-on-one interviews with newcomers were conducted in Cornwall, Sault Ste. Marie,

Kenora, Timmins and Dryden. Additional effort was made to contact newcomers in Dryden since the number of newcomers interviewed in Kenora was low (see below for details).

The focus group sessions and interviews with newcomers followed a protocol that was developed in consultation with CIC, OASIS (Appendix B). The focus group participants were asked to identify the types of the settlement services that were available in the community along with the methods of service delivery. Focus group participants were then introduced to a number of alternative methods of service delivery and asked to comment on the possible strengths and weaknesses of these methods in the Northern Context. Focus group participants were also encouraged to identify any alternative methods of service delivery that were not available locally but which might have an application for helping service providers or newcomers. The one-on-one interviews with newcomers identified the types of settlement services accessed, where services were accessed as well as the method in which services were accessed.

A detailed account of the methodologies used in each of the communities is provided below.

Timmins

The process of locating immigrants and settlement service providers in the Timmins area proved to be particularly time-consuming as very few organizations are currently involved in offering settlement-related assistance. The lack of service providers in the area also complicated the process of arranging one-on-one interviews with immigrants in the area. A list of potential organizations for the focus group was derived from the Community and Government Agency electronic database of Settlement.Org. The 2000 Community Information Directory, developed by the Timmins Volunteer Centre, was also accessed for potential settlement service providers in the area.

In planning for the Timmins focus group and the newcomer interviews, the following organizations were contacted:

- Human Resources Development Canada, Human Resource Centre of Canada, Timmins Office
- Cochrane District Community Care Access Centre
- Timmins and District Victim Crisis Assistance and Referral Service
- Timmins and Area Women in Crisis Support and Information Centre on Violence Against Women
- Salvation Army, Timmins Corps
- Cochrane Child and Youth Service Incorporated
- Porcupine Health Unit, Timmins
- Ontario Legal Aid Plan, Timmins
- Cochrane Temiskaming Children's Treatment Centre, Timmins Head Office
- Children's Aid Society, Porcupine and District
- Timmins Public Library

- Timmins and District Hospital
- Community Mental Health Association
- Timmins Learning Centre
- Cochrane and District Social Services Administration Board
- Literacy Network North East
- Timmins Volunteer Centre
- Volunteer Awards Program, Timmins
- Chamber of Commerce, Timmins
- St. Georges Church, Timmins
- Venture Centre, Community Futures
- PACE Centre – Programs in Adult and Continuing Education, Timmins Board of Education
- Community Education Initiative
- Northern College, Literacy and Basic Skills program
- Multicultural Association of Timmins, with further contacts made with participating clubs including La Ronde (French language school and cultural organization), Slovenian, Scottish, Irish, German, Austrian, Ukrainian, East Indian, Croatian, Finnish, Dante (Italian), Polish White Eagle Society, Chinese Community Centre, and Filipino community members.

Letters of introduction were faxed to these organizations, followed by phone calls to learn about the types of services provided. The consultant asked each organization to provide contact names of newcomers for potential interviews. Attempts were made to contact a variety of immigrants based on the country from which the newcomer immigrated, their gender, age, language ability and the number of years the newcomer had spent in Canada.

Most organizations could not provide the names of newcomers either because of confidentiality (i.e. Community Mental Health Association and Porcupine Health Unit), or because they did not keep such information on file. While they may have had a list of clients, they did not keep records on who was a newcomer and who was a Canadian citizen.

Representatives from the Ukrainian and East Indian communities were able to provide several names and phone numbers of newcomers. The Timmins Learning Centre and Northern College also provided the names of newcomers for potential interviews. A total of 9 newcomers were interviewed from the referrals that had been provided. Most interviews were conducted in the homes of the participants. Others were conducted at their place of business, or at the Timmins Learning Centre.

Eight organizations agreed to participate in the focus group, although none of these organizations had, as their primary goal, the provision of services for newcomers. The focus group with service providers included the following participants:

- An Ontario Works Supervisor with the District of Cochrane Social Services Administrative Board

- The Executive Coordinator of the Literacy Network Northeast
- A Program Coordinator, Reproductive and Child Health, from the Porcupine Health Unit
- A Counsellor and French Language Services Coordinator from the Timmins and Area Women in Crisis
- The Director of the Timmins Multicultural Society
- The Head of Public Services of the Timmins Public Library
- A Programs and Services Officer from the Timmins Human Resource Centre Canada
- The Director of Volunteer Services of the Timmins Community Mental Health Centre

One-on-one interviews were conducted with three other organizations that were unable to attend the focus group.

An interview was conducted with a Professor and International Education and Training Advisor from Northern College, who is also a member of the East Indian community. This person was able to provide several names and phone numbers of newcomers to be interviewed. He also provided information regarding programs available through Northern College.

A further interview was conducted on-site with the Executive Director of the Timmins Learning Centre. This person provided detailed information regarding the organization, as well as a list of potential interviewees for the newcomer interviews. While on the way to lunch with the consultant, a newcomer from Poland was spotted by the Learning Centre representative. The consultant approached this person to set up a potential interview, which occurred the following day. While at lunch, further contacts with potential interviewees were made with the cook and waitress working in the restaurant, also newcomers to Timmins.

A third on-site service provider interview was conducted with the Co-ordinator of Programs in Adult and Continuing Education Centre. The representative provided information on past ESL and orientation programs available in Timmins. The name of one newcomer known to the representative was provided to the consultant. This person was contacted and an interview was conducted.

Dryden

The Dryden Literacy Association (DLA) was the main contact used in Dryden. This organization appeared to be the central starting point for all newcomers in the area (since it was historically funded to provide such services as ESL, and is currently providing settlement services through funding from the Ontario Ministry of Culture, Citizenship and Recreation). Phone conversations with the DLA representative took place during the planning of the focus group, including a discussion of any and all organizations or individuals that may have any contact with newcomers.

The organizations contacted for settlement service information, as well as potential newcomer interviews, included:

- Dryden Literacy Association
- Ontario Works
- The United Church, Dryden
- Welcome Wagon, Dryden
- Chamber of Commerce, Dryden
- Dryden District Crisis Shelter, Hoshizaki House

Only the DLA was involved in providing services that were aimed at newcomers. The focus group with service providers included the following participants:

- The Program Coordinator of the Dryden Literacy Association (DLA).
- A former teacher of ESL with the DLA. She also taught citizenship classes at one time. (Neither service is currently being offered in Dryden).
- A retired mill worker who used to teach ESL at the DLA.
- A representative from Confederation College who tutors business classes and serves as a volunteer at the DLA.
- The School-Based Services Worker and Transitional Support person from the Hoshizaki House Dryden District Crisis Shelter.
- Three former students of the DLA ESL program.
- The founding member and past Chair of the DLA. This person also ran the Multicultural Association of Dryden, which is now defunct. (There were a total of thirteen festivals in Dryden until 1999 when it ceased). She continues to do some translation on a volunteer basis.
- A female member of the United Church of Dryden that has sponsored newcomers in the past. This person is also an Administrator at Ontario Works in Dryden.

The DLA, as well as the Dryden District Crisis Shelter, Hoshizaki House and the Welcome Wagon, provided names and phone numbers of newcomers to be interviewed. The DLA was the most useful organization in the development of this list as it is the only organization in the area that provides settlement services specifically intended for newcomers. The consultant and the DLA representative attempted to contact a variety of immigrants based on age, English language ability, country of origin, years in Canada and gender. A total of 5 newcomers were interviewed.

Kenora

In planning for the Kenora newcomer interviews, the following organizations were contacted:

- Kenora District Housing Corporation
- Lake of the Woods Adult Learning Line
- Multicultural Association of Kenora and District

- Community Interpreter Access Service
- Lake of the Woods Employment Action Project, Inc. (LEAP) – Job Connect
- Food and Clothing Assistance – Knox United Church, Kenora
- Women's Shelter, Kenora, Saakaate House
- Notre Dame Catholic Church, Kenora
- Other Ways Now Program, Kenora
- Ontario Works, Kenora
- North-western Health Unit, Kenora
- Legal Aid Ontario, Kenora
- Lake of the Woods District Hospital
- Kenora Sexual Assault Centre
- Community Counselling Services, Kenora
- Community Care Access Centre for Kenora and Rainy River Districts

The number of newcomers to be interviewed in Kenora was intended to be ten. This proved to be difficult as the Kenora Multicultural Association – the main contact for newcomers in Kenora – was unable to provide a list of newcomers to the area. A staff person indicated that they did not have the time or staff to devote to finding past participants in language and settlement programs. The representative stated that they had been cut off settlement funding in the past year and would not be able to participate due to time constraints of an already overburdened staff.

Referrals for newcomer interviews were obtained from the Lake of the Woods Employment Action Project, the Notre Dame Catholic Church, the Community Interpreter Access Service and the Women's Shelter Saakaate House. A total of seven one-on-one interviews with newcomers were completed in Kenora (Five interviews with newcomers in Dryden were conducted to address the shortage).

One-on-one interviews were also conducted with representatives from five different service organizations in Kenora including:

- Two members of the Notre Dame Catholic Church in Kenora
- The Board Member President of the Multicultural Association of Kenora
- The staff person of the Multicultural Association of Kenora
- The Coordinator of the Community Interpreter Access Service
- The Program Coordinator at the Lake of the Woods Adult Learning Line
- The Director of the Lake of the Woods Employment Action Project (LEAP)

Sault Ste. Marie

In planning for the Sault Ste. Marie newcomer interviews, the following organizations were contacted:

- Prince of Wales Adult Education Centre
- Ontario Ministry of Community and Social Services, Sault Ste. Marie

- Algoma Community Care Access Centre
- Human Resources Development Canada, Sault Ste. Marie Office

Letters and phone calls were exchanged between these organizations prior to the field visit. While phoning organizations regarding this study, most people referred the consultant to the Prince of Wales Adult Education Centre, as this is considered the settlement service delivery agency in the region.

The representative from the Prince of Wales Adult Education Centre was very helpful in providing information on the services available in the area. The representative was also able to provide a list of all past and present students of the school. The selection of individuals was geared to providing a variety of newcomer characteristics, including country of origin, age, gender, number of years since immigration and language ability. Both the consultant and the representative contacted potential interviewees. Interviews with 11 newcomers took place at the school or at the home of the newcomer.

A one-on-one interview was also conducted with the Office Administrator of the Prince of Wales Adult Education Centre.

Cornwall

In planning for the Cornwall newcomer interviews, the following organizations were contacted:

- T.R. Leger School of Adult, Alternative and Continuing Education
- Cornwall and District Immigration Services Agency (CDISA)
- Employment and Education Resource Centre (EERC)

T.R. Ledger School and CDISA were able to provide referrals to newcomers in the area. The EERC staff were unable to provide referrals to newcomers as they do not keep background information on file. A variety of newcomers were sought, with differing characteristics in terms of age, gender, country of origin, year of immigration and language level. A total of 11 newcomers were interviewed from the Cornwall area. Cornwall was the only community within the study to have an organization whose primary purpose was to provide services to the newcomer population (CDISA).

One-on-one interviews were also conducted with representatives from three different service organizations in Cornwall:

- The Program Coordinator of the Cornwall and District Immigrant Services Agency (CDISA)
- The Program Coordinator at the Employment and Education Resource Centre (EERC)
- The English Language Training Coordinator at the T.R. Leger School of Adult, Alternative and Continuing Education

• 3.0 Literature Review

3.1 Introduction

As outlined in the introduction of Canada's 2001-2002 immigration planning document, *Planning Now for Canada's Future*, "immigration has been and will continue to be an essential tool for social, cultural and economic nation building." (February 2001) With its long-term plan of establishing immigration levels at approximately one percent of the total population, the federal government recognizes that it faces a challenge in ensuring that all parts of Canada share in the benefits of immigration. Noting the trend for immigrants to concentrate in Canada's three major metropolitan areas, the federal government points to the need for all levels of government to find innovative ways to attract and retain newcomers to non-traditional destinations.

The literature review will examine Canada's immigration policy and the issues surrounding the changing profile of the recent immigrant population. A review of the settlement programs funded through the federal and Ontario government is presented along with some of the more predominant obstacles/barriers encountered by immigrants in Canada. While the body of research into the experiences of settlement workers delivering services and of immigrants accessing services in rural/isolated regions of Canada and elsewhere was found to be quite limited, the literature does provide some insights. These insights combined with models of settlement process found in the literature have been used to develop and recommend a settlement process model for Northern Ontario. Finally, a review of alternative methods of service delivery will be presented.

3.2 Immigration Policy and Source Countries of Immigration to Canada

Canada's history is linked closely to immigration and net migration is set to take on an increasingly important role in Canada's future. According to Simmons (1999), historically, Canadian immigration policy used race, ethnicity and nationality to determine the admissibility of immigrants. The UK, US, and Western Europe were viewed as the preferred sources of immigrants. After the Second World War there was a shortage of trained professionals in the western developed countries prompting Canada to look at Eastern Europe as a source of immigrants. As Canada moved to take on an important role in the areas of international development, peacekeeping and anti-racism, the maintenance of overt discriminatory immigration policies became less desirable (Simmons, 1999; Li, 1992; 1996).

During the 1960s, Canada abandoned the country preference system for immigration selection and began to give more consideration to economic factors (Passaris, 1998: 96; Basran, Gurcharn, S. and Li Zong, 1998: 7; Abu-Laban, 1998: 191-192). By 1987, Canada had formally adopted a new immigration policy based on the points system. The current immigration policy takes into account specific vocational qualifications, experience, occupation and pre-arranged employment as well as education, age,

knowledge of French or English and intended destination of settlement in Canada. In contrast to Canada's early dependency on European countries for immigrants, new geographical regions such as Asia, Africa and South America have emerged as important source countries (Citizenship and Immigration Canada 2001).

In its immigration plan for 1995-2000, the federal government policy moved to assert a greater emphasis on economic over family immigrants and refugees (Citizenship and Immigration Canada, 1994: 13-15).

Immigration policies in Canada can currently be viewed as 'entrepreneurial' in character. Simmons summarizes the features as follows (1999: 45):

1. Competitive skill. Recent policies stipulate that the proportion of immigrants who have higher-level work skills or capital and good knowledge of English and or French is to increase. This is based on the assumption that the more skilled, wealthy immigrants with appropriate language capability will contribute to higher national productivity in the near future, and in the process will require less state support for settlement and immigration.
2. Economic immigrants. The proportion of economic immigrants - workers including professionals, business and entrepreneurial immigrants - is to increase, while the proportion of 'family class' immigrants (spouses and children, namely those not chosen on skills or capital) is to decrease. The assumptions underlying this policy are identical to the point above.
3. Reduced welfare burden. Families wishing to sponsor another member as an immigrant must show higher levels of income and an ability and commitment to support those they sponsor should help be required during the settlement process.
4. Cost recovery. Since 1994, immigrants have been required to pay much more for application and for 'landing' fees, if accepted. The current fee schedule implies a total of \$3,150 for a family consisting of a couple and two dependent children. Fees for those applying in business class are much higher. Review of a business proposal (part of the application from business immigrants) alone cost \$6,000. Simmons argues that these policies presumably tend to reinforce selection that favours individuals from wealthier families and countries that will not need settlement assistance.

Passaris suggests that the recent increase in business immigration and the concentrated efforts of the federal government to actively recruit this type of immigrant, will require changes to economic and social policies as well as cultural and linguistic programmes in light of the multicultural composition of family dependents, business and entrepreneurial immigrants and refugee movements (1998: 93).

3.3 Future Immigration Flows and Consequences

Canada's position as a destination for immigrants will depend on the overall social, economic and political environment in Canada, but more specifically on several factors including population pressures in emigrant sending countries, employment and career advancement opportunities, and wage and salary differentials between Canada and other countries. According to the author Passaris, as Canada increases its reliance on immigration to adjust for Canada's ageing population, countries that have the potential to supply young immigrants will take on a heightened profile (Passaris 1998: 98).

Recent flows of multicultural immigration to Canada and global demographic trends indicate that future immigration will be largely multicultural in its profile and that the largest proportions of immigrants to Canada will be from Third World countries where relatively high fertility rates persist and generate pressures for emigration (Passaris 1998: 100).

Unlike earlier immigrants from Western Europe, the 'new' immigrants are more selective in their places of destination in Canada. Larger metropolitan areas such as Toronto, Vancouver and Montreal attract a disproportionately greater share of recent immigrants (Balakrishnan and Hou, 1999: 116). Indeed, 93.5 percent of those who arrived between 1991 and 1996 were located in a Census Metropolitan Area (Hiebert, 2000: 27). While scholars point to the gap in research surrounding the immigrant experience in medium sized cities, there is little or no mention for the need to better understand the settlement experience in rural and isolated areas.

Internal migration has been found to be an important mechanism that reduces ethnic concentration and facilitates integration, thus helping to reduce the economic barriers facing minorities (Denton and Massey, 1988; Krieg, 1990). In their study of internal migration patterns in Canada, Ram and Shin (1999: 160) found that although all immigrants, in general, are less mobile than native-born persons, Southern Europeans are the least mobile. Immigrants from Southeast and East Asia were the second least mobile followed by those from South and West Asia, Africa and Latin America. The study also found that most immigrants are initially highly mobile following their immigration but they become increasingly less mobile than the native-born population over the course of time. This duration varies from one group to another but immigrants such as Southern Europeans and Southeast and Eastern Asians, who arrive at the destinations that are heavily populated by their ethnic groups, remain less mobile even after living in Canada for quite some time. Ram and Shin suggest that some immigrants may not see the need for assimilation into mainstream Canadian society as their ethnic enclaves provide them with social and economic security (1999: 162).

The anticipated influx of high levels of multicultural integration may require certain changes in the scope and intensity of settlement service programs. Passaris suggests that "programmes associated with teaching a level of proficiency in one or both of Canada's official languages and orientation programmes designed to facilitate the

integration of newcomers in mainstream society are likely to require a higher budgetary allocation" (1998: 99). Passaris goes on to emphasize that new government programmes and initiatives may be necessary to enhance public awareness with respect to the economic benefits of immigrants and reduce racial tension and social friction in the workplace as well as mainstream society. Educational programmes are also viewed as possible tools for dispelling negative myths associated with immigration and to promote immigration in a positive light (Passaris, 1998: 98 & 99). In some instances settlement service organizations pursue some of these measures as part of their mandate and create innovative partnerships with other community organizations as well as institutional and government agencies (Bai, 1992; Guelph & District Multicultural Centre, 2001).

Canada's multicultural population has endowed the country with linguistic proficiency in over 70 languages and dialects (Passaris, 1998: 99). The economic benefits that could be gained by exploring cultural diversity and linguistic pluralism remain largely unexplored. Canada's multicultural, multireligious and multilingual character can be viewed as a valuable economic resource that could be effectively utilized and managed in areas such as international trade, overseas business contacts, foreign investment, tourism and technology transfer. Indeed, the 1996 Annual Review of the Economic Development Council of Canada (1996) concluded:

In pursuing the opportunities for trade expansion, Canada has a rich base of multicultural human resources upon which to draw. In particular, qualified persons from its diverse ethnic minorities conversant in the various languages of the world, have a role to play in enhancing political and cultural ties as well as commercial relationships with the Pacific Rim, Southeast Asia, the Middle East, Latin America, Europe and other parts of the world.

3.4 Settlement Programs and Funding in Canada

Settlement programs and services are funded by Federal, Provincial and local governments. The provision of settlement services is done by a diverse group of community organizations, government agencies and individuals. In larger urban centres some services are offered through established ethnic community organizations or multicultural centres. In smaller communities, the range of settlement services and the availability of training for service providers may be more limited (George & Michalski, 1996: 3 & 18). In some of the more isolated communities recent immigrants have to be referred to larger urban centres to have their service requirements met. In Northwestern Ontario for example, the availability of the federally funded Language Instruction for Newcomers to Canada program is limited to Thunder Bay (Northwestern Ontario Settlement Workers Conference, Conference Summary, October 1999).

Settlement service organizations typically have a range of partnerships that cut across the public, private, and voluntary or social service sectors. Some of the more common types of settlement services available include:

- interpretation and translation
- English or French language classes
- assistance with finding a job or employment training
- short-term para-professional counselling
- assistance with filling forms and applications
- referrals to other resources in the community

Beyond offering information and referrals some organizations work to develop programs and policies that respond to the needs of immigrants, represent community interests, engage the government and media, speak on behalf of immigrants and help nurture formal and informal leadership in emerging communities (OCASI Annual Report, 1999: 1).

Settlement services are often free and in some cases offered in languages other than English and French. While some agencies offer specialized programs for specific groups of people such as women, refugees, seniors, and young people, a number of other agencies recognize the need for such services (COSTI, 2001; Centre for Research and Education in Human Services, 2000: 37; George & Michalski, 1996: 17; Kramer & LAMP Consultants. 1991: 20 – 23; Wilkinson, 1990: 117-119).

Since the 1950s different levels of government and government departments have taken responsibility for funding various settlement programs. Government funded settlement programs are implemented under the Immigration Act. Some of the services associated with these programs include general orientation, education and language training, information and referral sources, and employment training. Since 1995, budget cuts at the provincial level have resulted in the loss of some settlement related programs including the Multilingual Access to Social Assistance Program and the provincial Newcomer Language Orientation Classes (Wallace et al., 2000: 38 & 39). The following section of the report profiles the existing federal and provincial government settlement assistance programs.

3.4.1 Federal Programs

The federal immigration strategy supports services that are normally associated with but not restricted to the first year of the immigrants' arrival. The current federal programs are outlined below.

Immigrant Settlement and Adaptation Program (ISAP)

The federal government, represented by Citizenship and Immigration Canada (CIC), has a nationwide program that helps to fund a range of settlement services. Known as the Immigrant Settlement and Adaptation Program (ISAP), the objective of the program is to assist immigrants in settling and integrating into Canadian society. ISAP funded organizations typically assist newcomers in Canada by providing reception and orientation services, translation and interpretations services, paraprofessional counselling, referrals to mainstream services (Family and Children Services, Mental

Health Services, Human Resources Development Canada, Community Social Services, Boards of Education, Co-op Housing, Women's Shelters, etc.) and employment-related activities such as job search skills development (ISAP: Handbook for Service Provider Organizations, March 2000).

ISAP also funds projects that are designed to compliment or improve the delivery of settlement services. This can include planning improvements for more efficient and effective delivery of settlement programs, research projects on settlement and integration, staff training programs, and seminars/conferences to share information about settlement and integration activities (ISAP: Handbook for Service Provider Organizations, March 2000).

ISAP service providers include educational institutions, not-for-profit organizations, businesses, provincial/territorial or municipal governments and individuals (ISAP: Fact Sheet, February 1995)

To be eligible to receive ISAP services, a person must be one of the following:

- permanent resident of Canada; or
- individuals who have been allowed to remain in Canada and to whom Citizenship and Immigration Canada intends to grant permanent resident status (including Minister's Permit holders or persons who have received special permission to remain in Canada for the purpose of becoming a permanent resident); or
- non-immigrant foreign domestic workers in Canada who may subsequently apply for permanent residence status from within Canada under the terms of the Live-In Caregiver Program

Although the Program is mainly for newcomers, other eligible immigrants may qualify, regardless of how long they have been in Canada, as long as they have not yet acquired Canadian citizenship (Goss Gilroy 2000a: 11).

Language Instruction for Newcomers to Canada (LINC)

CIC also funds the Language Instruction for Newcomers to Canada (LINC) program. This free service helps to provide basic language instruction in English or French to adult immigrants. Newcomers with limited English/French language abilities are encouraged to enrol in this program so that they may acquire the necessary language skills to integrate into Canadian society. Orientation to the Canadian way of life is facilitated through the LINC program in that it features information on everyday life experiences in Canadian society (LINC: Guide for Applicants, March 2000).

LINC service providers are broad based and include educational institutions, not-for-profit organizations, businesses, provincial/territorial or municipal governments, and individuals (LINC: Fact Sheet, March 1994; Goss Gilroy 2000b: 5).

Newcomers who do not qualify for the federally funded LINC program are referred to other ESL programs. To be eligible for the LINC Program, clients must be:

- an adult immigrant (older than legal school leaving age); and
- either a permanent resident or a newcomer who have been allowed to remain in Canada, to whom Citizenship and Immigration Canada intends to grant permanent resident status and who has not acquired Canadian Citizenship (Goss Gilroy 2000b: 8)

As part of the application process, newcomers are required to have their language ability evaluated through a LINC Assessment Centre to assess their level of proficiency in one of the official languages and to determine if they are eligible to participate in the program.

To be eligible for a language assessment, clients must provide proof of their immigrant status. They may participate in LINC for up to three years from the time they start language training (Goss Gilroy 2000b: 8). The following clients should be given priority access to LINC-funded language training:

- refugees admitted under the Government's Annual Refugee Plan;
- eligible Employment Insurance immigrant clients;
- immigrants in receipt of social assistance; and
- newly arrived immigrants

Local communities may also identify other eligible client groups for whom priority access to LINC-funded training should be given (Goss Gilroy 2000b: 8).

LINC offers both full-time and part-time classes with some centres providing childminding services. Transportation costs may also be covered for some clients who have no other way of attending the training (Goss Gilroy 2000b: 11). LINC training may be workplace or community based and uses alternative methods such as home study, distance education, computer or television assisted, and language laboratories (Goss Gilroy 2000b: 16).

HOST Program

The objective of the HOST program is to help immigrants overcome the stress of moving to a new country. CIC provides funds to help organizations recruit and train volunteers in offering assistance to newcomers as they adapt, settle and integrate into Canadian society. HOST program service providers include educational institutions, not-for-profit organizations, businesses, provincial/territorial or municipal governments, and individuals. HOST volunteers are individuals or members of community organizations that have an interest in learning about other cultures and introducing newcomers to the Canadian way of life (HOST Program: Guide for Applicants, November 1997).

By having a host/friend to help them learn about available services and how to use them, it's believed newcomers will be better able to cope with the stress associated with moving to a new country. HOST volunteers can also assist the newcomer in practising their English or French language skills, finding contacts in the newcomers' employment

field, and participating in community activities. Conversely, HOST volunteers acquire new friends, learn about other cultures and ultimately strengthen community life (HOST Program: Guide for Applicants).

Eligible clients should be:

- permanent residents of Canada; or
- individuals who have been allowed to remain in Canada and to whom CIC intends to grant permanent resident status (including Minister's Permit holders or persons who have received special permission to remain in Canada for the purpose of becoming a permanent resident).

Although the program is designed mainly for newcomers, other eligible immigrants may qualify, regardless of how long they have been in Canada, as long as they have not yet acquired Canadian citizenship. With respect to volunteer hosts, they should be Canadian citizens or permanent residents who are established in the community and who have a genuine desire to help newcomers through the early stages of their settlement (Goss Golroy 2000: 9 & 10).

3.4.2 Provincial Programs in Ontario

Newcomer Settlement Program (NSP)

Currently the Ontario government, represented by the Ministry of Citizenship, Culture and Recreation, has a program that funds direct settlement services and sectoral support projects. Known as the Newcomer Settlement Program (NSP), this program funds community agencies working directly with newcomers and umbrella organizations that promote the development of the settlement sector (NSP: Funding Guidelines, March 21, 2001).

The direct settlement component addresses several different categories of services. Core services include assessing newcomers' settlement needs, providing information, orientation and referrals, filling out forms and applications. A second service category relates to recruiting, coordinating and training volunteers to assist in providing settlement services to newcomers. Another further category is a 'specialized' employment finding service that provides job counselling, jobs finding skills and resources such as computers to prepare resumes (NSP: Funding Guidelines, March 2001).

Sectoral support projects are designed to assist the training and professional development of settlement workers. Support projects may also serve to increase the capacity of the settlement sector and/or support the effective settlement of newcomers. Eligible clients include permanent residents, citizens of Canada, refugees and refugee claimants. The priority of the NSP is to provide funding for services that are required by newcomers who have been in Canada for five years or less (NSP: Funding Guidelines, March 2001).

Other Provincial Programs

Additional ESL courses take into consideration differences in educational and cultural backgrounds and levels of English. These programs are designed for specific groups of learners or specific purposes and include:

- English Literacy Development (ELD)
- English for special purposes programs
- English for special needs programs
- English linked skills programs
- ESL Home-Study Program
- Job-preparation programs
- Non-resident ESL programs

Of particular relevance to immigrants located in Northern Ontario is the Home-Study Program, which enables newcomers located in remote/rural areas to access ESL training where in-class training is not an option. The course offers lessons in several levels of English language instruction and requires an audio cassette player and the assistance of a volunteer tutor. The course features one to one telephone lessons with a teacher from the Independent Learning Centre (ILC), Ontario Ministry of Education. Course material is on loan and a refundable fee of approximately \$30.00 per course is returned at the completion of the course and when the course material is returned. Students have the option of purchasing the course materials for future reference (Independent Learning Centre, Course Guide 2001).

ILC outreach services include Access Sites located across Ontario. These centres provide information about ILC and assistance with course selection and counselling. Access Sites typically involve a partnership between ILC and an adult education centre of a local school board. In Northern Ontario Access Sites are located in Atikokan, Dryden, Kenora, Sault St. Marie, Thunder Bay and Timmins. French-language Access Sites are located in Sudbury, Kapuskasing and New Liskeard. Elliot Lake features both an English-language and a French-language Access Site.

Northern Ontario's Distance Education and Training Network also provides a community-based contact for information about ILC. The network is made up of 41 centres where local residents can view samples of ILC courses and receive assistance in selecting courses.

3.5 Settlement Organizations in Ontario

Ontario has two major settlement organizations. The Ontario Council of Agencies Servicing Immigrants (OCASI) and COSTI/IIAS. OCASI represents an umbrella organization with member agencies located across the province including Northern Ontario, while COSTI/IIAS is more of an urban or metro based organization.

OCASI

The Ontario Council of Agencies Servicing Immigrants emerged during the 1970s. This umbrella organization formed with the objective of helping agencies supply the best services to immigrants, and secondly, to advocate equal access to all services for immigrants from all countries (Amin 1987:18). Part of OCASI's mandate is to represent the concerns of its member agencies and raise awareness of the issues surrounding immigrant and refugee rights and participation in Canadian society (OCASI 2001).

In Ontario, over one hundred settlement agencies are members of OCASI. OCASI has several member agencies In Northern Ontario including agencies located in Thunder Bay and Sudbury (OCASI Membership 2001).

COSTI/IAS

Another significant immigrant serving organization in Ontario is COSTI. Translated roughly, COSTI means Centre for Organizing Technical Training for Italians. The name refers to the original intent of the organization – helping people with trade qualifications from Italy who required upgrading to be able to find work in their trade (Amin 1987: 11). This organization joined with the Italian Immigrant Aid Society (IIAS) in 1981 to form COSTI/IAS. COSTI/IAS has broadened its mandate considerably since its formation years and its client base today is multiethnic (Amin 1987: 11). Services provided by COSTI are delivered through five employment and training centres, six E.S.L. Training Centres, a centre for Foreign Trained Professional & Trades People, a Rehabilitation Centre for people with disabilities, a Family Counselling Centre and a 100 bed Reception Centre for people who have come to Canada as refugees. The various centres are located throughout the Toronto area (COSTI Mission: 1997).

3.6 Settlement and Integration in Canadian Society

In examining the factors that contribute to the successful integration of immigrants, researchers and concerned organizations have noted that there are a range immediate and long term needs that have to be taken into consideration including economic, language, emotional, and ethno-cultural. The process of newcomers' adaptation includes demographic, economic, political and cultural dimensions. As outlined by Goodis (1986), social dimensions refer to English/French language acquisition, native language retention and educational attainment. Demographic variables include age and family structure, fertility behaviour, propensities for intermarriage and patterns of residential segregation. Economic integration is a slow process. Economic integration typically occurs with the entry of immigrants into the work force. However, occupational and income differentials may serve to prolong the integration (Wallace et. al., 2000: 49).

Moghaddam (1988) has suggested that immigrants collectively should be viewed as a disadvantaged group in light of the circumstances they face in a new country including unfamiliarity with the social and physical environment, lack of a social/support network, and varied occupational and educational backgrounds.

There is an extensive body of literature that examines the obstacles and barriers that complicate the settlement and integration process. As pointed out by Neuwirth (1999: 51), it should not be assumed that because earlier European immigrants successfully integrated, recent immigrants (from Third World countries) will similarly succeed in their adaptation to Canadian society. Neuwirth argues that the most recent group of immigrants face obstacles that have not been experienced by Europeans and which are further compounded by the restructuring of the economy due to globalization (1999: 51).

Securing employment is often viewed as a critical step in the integration process and yet recent immigrants face specific barriers concerning work. Being entitled to access the labour market provides no assurance in itself that immigrants will be able to find employment and become economically self-sufficient. Where immigrants are admitted for humanitarian reasons the transfer of occupational skills often occurs less immediately and the 'first jobs' in Canada tend to be menial positions. Some of the more specific needs associated with this group includes becoming familiar with the requirements of the labour market, acquiring job search skills, and learning about options (if any) available to them in improving their employment opportunities.

Recent immigrants entering Canada with trades and professional experience are often under employed as a result of entering work that underutilizes their education and skill sets. Despite labour shortages in certain fields, many foreign-trained professionals in Canada are not practising in their professions. Foreign-trained professionals describe a number of reasons why they are unable to work in their areas of professional specialization in Canada: lack of experience, lack of linguistic abilities, failure of Canadian institutions to recognize credentials of foreign-trained professionals, inadequate mechanisms used to evaluate the credentials of foreign-trained professionals, professional organizations acting as gatekeepers to disadvantage professional immigrants (Basran & Zong, 1998: 6-8).

Devaluation of foreign-trained professionals can have negative effects on race and ethnic relations in Canada (Basran & Zong, 1998: 8). The literature supports the need for examining the negative health impact of devaluation on the individuals directly affected as well as their families (Mata, 1994: 7-11). In their study of foreign-trained professionals in Vancouver, Basran and Zong discovered that immigrants felt the government should provide special services such as job training and English training, to help foreign-trained professionals meet Canadian standards of qualification or certification equivalence (1998: 16).

Neuwirth (1999: 64) suggests that further research is required to examine the exclusionary practices that block immigrants transfer of occupational skills. These would include the hurdles placed by professional or trade organizations against accepting immigrants' credentials or work experience, and the discourses used by employers and private job referral agencies to rationalize the requirement of 'Canadian experience' as an explicitly racist exclusionary barrier.

Alongside the obstacles that complicate entry into the work environment are the barriers that restrict entry into the social environment. Negative attitudes in the host community towards immigrants/refugees can seriously undermine the ability of newcomers to adapt and integrate. These attitudes, where they exist, have an adverse effect on fundamental settlement tasks such as searching for accommodation and developing supportive social relations. As noted earlier, some service providers establish advocacy activities that respond to some of these barriers.

An additional challenge faced by recent immigrants/refugees in small towns and isolated areas is the significant physical distance that separates newcomers from service providers and similar ethnocultural groups. Communities in rural areas are unlikely to have the established ethnocultural communities that are sometimes found in metropolitan areas and which are sufficiently organized and prepared to assist newcomers in the settlement process.

The body of literature that specifically addresses settlement issues in rural and isolated areas, both in the domestic and international sphere, is scant. In the section that follows a review of several research initiatives undertaken in rural areas of Canada will be presented.

3.7 Settlement and Integration Research in Rural/Isolated Areas of Canada

The literature provides few examples of research that examine the experiences of recent immigrants and settlement service providers in rural/remote areas of Canada and elsewhere. However, research conducted in Manitoba, Alberta and Ontario offers some valuable insights on issues that impact the settlement process.

Manitoba

In examining economic development and immigrant employment opportunities for immigrants in rural Manitoba, Lam et al. (1994) profiled existing support services for immigrants in Manitoba's rural communities. The report indicates that institutions such as schools, economic development boards, town councils, chambers of commerce, community and volunteer groups, and churches usually deliver settlement services in rural communities. The report notes that settlement of new immigrants in rural communities of Manitoba has been "scanty" and the demand for support services nominal. Of the 40 communities surveyed in the study, only seven reported having some form of services while the great majority indicated a lack of any support services related organizations (1994: 38). Some communities cited economic constraints as the reason behind their inability to offer employment or other relevant services to immigrants. However, the authors also noted an absence of institutional commitment to multiculturalism in some communities to the extent that multicultural events have disappeared in rural communities in recent years (1994: 39).

Despite the lack of resources, many communities reported that they would be willing to assist in language, employment and social services. Furthermore, Manitoba's rural

communities expressed strong positive attitudes toward immigrants. Indeed, the research revealed a strong desire among communities to develop the necessary support services and assistance to attract immigrants and retain them in rural areas. Rural leaders in Manitoba identified a need for the provincial government to take more control of immigration. It was felt that the provincial government should take on the role of identifying rural needs more clearly and implementing appropriate services to facilitate integration.

The report identified a common conviction among rural community leaders that new immigrants must live by Canadian norms, laws and rules, and value systems. As stressed by a rural leader from the northern region of Alberta, the assimilation of newcomers to “main stream” society is more important in smaller communities than in larger urban centres. The authors of the report suggest that the perception of newcomers attempting to retain their own identity and cultural practices, without similarly attempting to interact with the host society, breeds resentment within the host society (1994: 35).

The mobility patterns of immigrant professionals and highly skilled labourers suggest that they are transients in rural communities as they await better employment opportunities in larger urban centres. For many communities in Manitoba the re-migration process is seen as being out of their control (1994: 35).

The report warns that unless action is taken to address the decline in population in rural Manitoba, fewer and fewer communities will survive in the years ahead. The report suggests that while rural Manitoba possesses untapped economic potential through its raw resources, the rural areas of the province remain relatively undeveloped and under-developed with challenges in socio- and industrial infrastructure that may inhibit further development. The authors point to the importance of supporting the recruitment and settlement of new immigrants to Manitoba’s rural communities to gain a “thrust in revitalizing the rural economy” (1994: 41).

In order to realize the potential benefits of increased new immigrant settlement in the region, the authors present several strategies including the re-commitment of the senior governments to support service institutions in rural communities and the maintenance of an adequate transportation network and industrial infrastructure. As detailed in the report the suggested strategy calls for an abandonment of traditional practices of downsizing vital services as a cost cutting measure. Such a drastic reorientation is necessary according to the authors if the retention and integration of immigrants is going to succeed and if rural communities are going to get another chance to revitalize (1994: 41).

Alberta

In examining the variables that impact the ability of Vietnamese refugees to adjust to Canadian society, Montgomery (1991) found differences between newcomers residing in Metropolitan Edmonton and newcomers residing in municipalities in Northern Alberta. The research found that the vast majority of the Vietnamese refugees who were

sponsored in small cities, towns and villages moved to the nearest metropolis as soon as their term of sponsorship expired (1991: 100). Relocating from small communities was done to join ethnic social networks and to take advantage of perceived employment opportunities in the City of Edmonton.

While Montgomery refers to the policy of settling newcomers in non-metropolitan communities as “worthwhile” he suggests that its success is limited on account of the high number of refugees that relocate at the end of their sponsorship period (1991: 107). Montgomery points to the need for additional research into the factors that promote secondary migration and why in some towns the vast majority of Vietnamese were content to remain and did not move to Edmonton. The range and quality of settlement services may be a factor in this. However, Montgomery proposes that some of the remigration may be related to extended family reunification and the need to increase the earning potential of the family unit. Montgomery suggests that if decent jobs are available, and if extended family members can be housed in the smaller municipalities, much of the relocation to large urban centres may not occur (1991: 108).

Ontario

The challenges faced by settlement workers and related service providers in Northern Ontario are unique. Delivery of services in the North often require doing more for a smaller group of clients without the supportive infrastructure available in larger urban centres in the South. Settlement agencies in the North cover vast areas and the small number of newcomers in many communities makes it difficult to establish and maintain a full slate of services.

During a conference for settlement service providers of Northwestern Ontario in 1999 participants identified and discussed various problems that were interfering with the effective delivery of settlement services in the North. A primary concern was the way in which government funding guidelines placed limitations on service delivery. With respect to the period of service coverage, it was felt that recent immigrants in Northern Ontario should have an extended eligibility period for receiving settlement services on account of accessibility problems (isolated communities, limited services, etc.).

Conference participants recommended that the settlement resources should be allocated according to individual need. For those immigrants who enter Canada with a waiting offer of employment or the resources to start a new business, the need for certain settlement services may not be required in the first five years. Consequently, settlement workers in Northern Ontario question if services should be refused to those immigrants who after five years in Canada are laid off from work or lose their business.

As well, it was suggested that certain programs such as the LINC program had minimum enrolment levels that were too high for isolated communities to achieve. While the use of video conferencing was acknowledged as an alternative solution for some communities, the cost of the service remains very high.

Volunteers were identified as a key element in maintaining effective service delivery in

Northern Ontario. Related to this was the recognition that volunteer co-ordinators should be paid and that an emphasis should be directed at developing formal volunteer policies/guidelines and training.

Other concerns raised by the settlement providers included loss of ESL programs in local schools, loss of funding for language programs such as the English for Specific Purposes program and special learning needs program, insufficient promotion of government programs for refugees, and insufficient budget for administration and communication costs. One recommendation called for one-time funding to be offered to assist with upgrading electronic communications between all service providers.

The conference was viewed by all of the participants as a successful communication tool for sharing experiences, lessons and concerns. It was noted that the event also served to provide service providers with renewed enthusiasm for meeting the needs of their clients. While recognizing that regular Northern Region meetings are difficult to plan and costly to hold, settlement workers believe they serve a very important function in the Northern context. As stressed in the summary comments of the Northwestern Ontario Settlement Workers' Conference (1999) "the region desperately needs external financial resources (to serve as equalization payments) to maintain the settlement services that our clients need and deserve to participate fully in every aspect of Canadian life."

A survey of the needs of immigrant women in the Sudbury area in 1990 found that immigrant women had a number of concerns with respect to the availability and quality of services in the area. In rating social services, the most problematic for immigrant women were housing, child care, employment and training, communication, and transportation (Wilkinson, 1990: 40). While many of the respondents indicated that they were happy with the jobs they found in Canada, most women noted that they had taken a cut in their income earnings in Canada relative to what they earned in their country of origin (1990: 27-29). Women immigrants pointed to their education and employment activities being limited by the availability of affordable child care (1990: 33). Women also cited the lack of ability to drive as an impediment to securing employment and education. Almost all of the respondents said that it was very important to have someone who they could share their concerns with but less than half indicated that they had a person or group they could turn to for sharing their problems. The study also revealed a lack of knowledge on the part of social service workers with respect to identifying the importance of specific issues. The report recommended that educational or public awareness programs for social service workers and for the general public would be beneficial.

A more general survey of the service needs of immigrants in Northern Ontario was commissioned by the Ministry of Northern Development and Mines (MNDM) in 1991 (HOPE Consulting Group, 1991). The study was a three-phase project that included:

- a review of demographic data including a trend analysis of settlement patterns
- a phone survey for service providers to identify service needs of recent ethnic

immigrants

- focus group sessions with recent immigrants and service providers to identify gaps in human and settlement service gaps

The MNDM study found that larger urban areas in Northern Ontario such as Sudbury and Thunder Bay attracted more newcomers than more remote or isolated areas of the region. The report suggested that the pattern was likely related to specific job opportunities or because other family members lived in the large urban centres (1991: 36). The report estimated that 25% of newcomers who immigrate to Northern Ontario subsequently leave the area. The primary reasons for moving to other areas include:

- job opportunities
- post-secondary education
- established ethnic community/culture
- family located elsewhere

Other reasons for leaving include a better variety of human resources and a warmer climate elsewhere (1991: 43).

In considering future trends the report points to a potential decline in the number of newcomers to Northern Ontario as a result of the changing ethnic mix of new immigrants. The report notes that newcomers originating from the Caribbean, East Asia, West Asia and Africa are making up a greater proportion of recent immigrants and that these groups tend to live in larger cities of 500,000 or more (1991: 44). The report suggests that service providers will be required to meet the needs of immigrants from a wider range of socio-cultural backgrounds. Overtime it's believed the northwest region of Northern Ontario will become more ethnically diverse than the northeastern region (excluding Sudbury, North Bay and Timmins) because a higher proportion of immigrants are settling into the region and the ethnic mix is greater (1991: 44).

The report examined immigrant service needs in terms of two categories: human services and settlement services. Human services relate to education, health care, social support, employment counselling, community services, legal and family counselling services, etc. Settlement services refer to services designed to help immigrants adjust to their new environment and adapt to Canadian society. English as a Second Language training falls into this category.

Human Services

The MNDM study found that larger communities such as Thunder Bay and Sudbury offer a relatively full range of human, business and educational services. Smaller centres such as Fort Frances and Marathon offer limited services and rely on the larger centres for comprehensive services (1991: 55). In terms of accessing services, the report notes that newcomers were often unaware of specific services available in communities. While information guides such as the "Newcomers Guide to Services" were available, service providers tended not to have these in their offices or in many instances did not know of the existence of such materials. The report points out that

there was virtually no multilingual material available about specific Northern Ontario communities (1991: 58). The report found that many human services aren't reaching the immigrants who need them for a number of reasons including (1991: 60):

- A language or cultural barrier
- Service providers who have no official tracking system
- Service providers who can't/don't know how to promote themselves
- Agencies that don't have the budget to offer proper services and therefore choose to have a low profile
- Some issues being too personal or too sensitive

In most Northern Ontario communities service providers (excluding those providing settlement services) deal with recent immigrants infrequently. As indicated in the report, problems associated with human services are generally more an issue of accessibility than availability (1991: 61-62).

In addressing some of the shortcomings of services in the north, recommendations were put forward by human service providers. Suggestions that dealt specifically with overcoming distance problems included:

- Development of a province-wide registry of professionals who could provide first language and culturally sensitive services by telephone or teleconferencing to clients in isolated communities anywhere in the province
- Development of a series of multilingual video tapes on such topics as health, social services, orientation, the law, sexuality, family planning abuse, etc. in all common languages for wide distribution across the province

Settlement Services

The MNDM study found that recent ethnic immigrants in Northern Ontario did not appear to be as well served as their counterparts in Southern Ontario. While the level of servicing in the larger urban centers such as Thunder Bay and Sudbury was higher than the towns and small communities of Northern Ontario, the overall services offered in northern cities lagged behind the level of cities in Southern Ontario (1991: 85).

The report identifies shortcomings in settlement services in Northern Ontario that can be attributed to several factors including (1991: 85):

- Low numbers of immigrants resulting in low service demand – particularly in small communities
- Problems related to large geographic distances
- Economies of scale
- Changing profile of recent immigrants – fewer of European descent and more from Third World countries – requiring more specialized services

The early 1980s marked a period when a number of community organizations in smaller Northern Ontario communities became involved in addressing the settlement needs of

Vietnamese refugees settling into the area. As communities became aware of the plight of refugees, some organizations became active in sponsoring families or providing assistance. In small communities the delivery of settlement services are typically provided informally and as needed. As noted in the MNDM report, most communities in the north receive an insufficient number of immigrants to warrant many specific settlement services. In addition, English as a Second Language classes usually cannot be offered because the level of demand is not sufficient to warrant the establishment of a class. While government offices located in some of the small communities could attempt to offer assistance to newcomers, referrals were at times made to government offices in larger communities (1991: 63).

The MNDM study identifies a number of organizations or individuals that provide settlement services in Northern Ontario communities including (1991: 63):

- Government departments
- Multicultural associations
- Churches
- Family neighbours/friends
- Friends of refugees
- Ethnic groups
- Private sponsors
- Welcome Wagons
- Community organizations

In larger communities in Northern Ontario the settlement process is aided by the presence of multicultural associations or non-profit community organizations. These organizations provide a range of services depending on staffing and funding. Designated refugee centers including Thunder Bay and North Bay also offer services such as financial assistance, clothing, accommodation, furnishings and other basic needs for sponsored clients.

Language training was identified in the MNDM report as one of the key settlement services for recent ethnic immigrants in Northern Ontario. Several organizations were identified in the report as sponsoring English as a Second Language training in Northern Ontario including Boards of Education, Ministry of Education, community groups, colleges, TV Ontario and Canada Employment and Immigration pilot programs. The report noted that there was no demand for French as a Second Language and it did not appear to be offered to immigrants in Northern Ontario (1991: 66 & 69).

In some instances services are offered that are not specifically related to immigrant settlement including cultural festivals, heritage language classes and citizenship classes.

With respect to awareness of settlement services, the 1991 report indicates that small and large communities in Northern Ontario had formed inter-agency committees that were meeting frequently to discuss updates on programs offered. This process was

enabling agencies to remain informed of services and the extent they were being accessed by newcomers. However, in very small communities the study found that service providers' knowledge of settlement services was generally not high due in part to the low number of immigrants received in these communities (1991: 68).

The MNDM report also found that settlement service providers in general in Northern Ontario were not prepared to meet some of the specialized demands associated with the widening range of ethnic immigrants entering the region. The report presented several factors for consideration in addressing the changing profile of newcomers including (1991: 85):

- Additional cross-cultural training to sensitize service providers (including generic service providers) to the varying needs of newcomers
- Review of funding patterns for service providers in context of changing demography of Northern Ontario immigrants

Looking at the demand side, the report noted that most recent newcomers knew little or no English. As a result, translation and interpretation services in addition to language training and employment related services were found to be the services in greatest demand in Northern Ontario (1991: 69).

The report identified a number of areas for service improvement in Northern Ontario including:

- Offering ESL for children in smaller communities
- Development of support groups for immigrant men, women and children who encounter loneliness through isolation
- Development of specific orientation services in smaller communities that lack formal settlement service providers
- Increased availability of trained professional interpreters
- Expanded services for newcomers who have resided in Canada for more than one year
- Expanded services to deal with needs of ethnic immigrant seniors

The report reveals that language problems/barriers were the most frequently cited difficulty faced by immigrants in Northern Ontario. Language programs lasting six months were viewed as inadequate for a person to become functional which subsequently served to prolong the search for suitable employment. The English language course offerings in Northern Ontario at the time of the study were viewed as a "pot-pourri" of courses that did not take into consideration the immigrants' settlement needs, personal backgrounds, and learning goals (1991: 76).

While translation and interpretation services were viewed as an effective immediate solution to overcoming the language barrier, the study found an overall gap in the availability of formal interpretation services across Northern Ontario. The report called for the creation of a program of certification for interpreters and translators in Northern

Ontario (1991: 79).

Another serious problem was under employment and/or limited employment opportunities in the north. Immigrants in Northern Ontario found that the training or education they received abroad was “lost” through lack of suitable skills assessment, accreditation procedures, skills upgrading, and lack of suitable employment opportunities (1991: 71). One of the critical barriers to accessing employment is the requirement of “Canadian experience.” While job preparation programs designed with a work placement component address this issue, the demand for these programs in Northern Ontario is greater than the supply. Furthermore, the report notes that very specialized professional job related ESL programs were unavailable anywhere in Northern Ontario due to limited immigration population. The report goes on to suggest that such programs will be required if skilled immigrants are to be encouraged to stay in Northern Ontario and become productive members of the workforce (1991: 77).

Other issues that were identified as problematic for the settlement process include:

- Conflicts between the sponsoring agent and the newcomer
- Systemic and/or intentional discrimination in various organizations
- Post-traumatic stress disorder and lack of adequate mental health counselling
- Lack of services dealing with special needs of senior immigrants
- Need for health care education and cross-cultural orientation
- Marginalization of immigrant women

The 1991 report found that many services of a specialized or professional nature were not available to newcomers in remote northern communities. The study pointed to the low ethnic population and geographic isolation as the primary causes for the absence of services for recent immigrants in Northern Ontario (1991: 73).

While the report acknowledges the variation in the availability of settlement services throughout Northern Ontario, it recognizes the importance of immigrant settlement services in the north as “the institutions with the most concentrated expertise in working with and understanding the needs of recent ethnic immigrants... within the context of Northern Ontario” (1991: 74). However, the report suggests that little is being done to retain the ethnic immigrants who move to Northern Ontario as few communities actively seek immigrants or view the presence of formal immigrant settlement services as an investment in the future of the community (1991: 82).

The recommendations that came out of the report focused on three general areas (1991: 87-93). The first set of recommendations related to defining a role for the Ontario Ministry of Citizenship in participating in the settlement process in Northern Ontario. This report emphasized the Ministry taking a lead role in delivering ESL training, reviewing multicultural association mandates, providing regional settlement services and improving the distribution of materials.

The second set of recommendations applied to the MNDM. A lead role was also

envisioned for MNDM, as it would play a part in the development of community orientation kits and supporting immigration as an economic development initiative. It would also be responsible for conducting research into the issue of immigrant retention and the socio-economic impact immigrants in Northern Ontario communities.

Finally, the report proposed an advocacy role for the MNDM to assist in the improvement of services to recent ethnic immigrants. This would involve tasks related to reviewing the adequacy of existing ESL training and developing a specialized and advanced ESL pilot courses. It would also entail encouraging the development of Job Preparation programs in every large Northern Ontario community and providing support for cross-cultural training of all types of service providers.

3.8 Building a Model of the Settlement Process for Northern Ontario

The literature contains a number of models/constructs that have been devised to portray the immigrant settlement process. Using concepts from the various models (outlined below) and the experiences provided by service providers and immigrants in isolated/rural areas (discussed above), a model of the settlement process will be devised for Northern Ontario.

3.8.1 Conceptualizing Settlement and Integration

The conceptualization of settlement has implications for service delivery and their evaluation. As such, the scope of research associated with the delivery of settlement services can touch on a number of elements including context (the factors that affect newcomers' capacity to successfully integrate), scope (assessing outcomes at the level of the individual and/or the level of the community), and temporal questions (short term outcomes associated with the initial phase adjustment vs. mid-term/long-term outcomes of adaptation and integration).

A narrow view of settlement might take into consideration services that seek to build/enhance individual capacity of newcomers for gaining access to fundamental resources (community orientation, language acquisition, employment). However, a broader view of settlement could encompass service activities that promote the development of social ties and community networks, and capacity for contributing to the community. Activities may even take on an advocacy profile in examining issues related to equity and social justice and working to modify the existing social/economic context to reduce barriers to participation in society.

The broader interpretation of settlement is associated with the social citizenship perspective which views participation in the civil society as important for the success of newcomer integration. As noted by Frideres (1997), "research on citizen participation in community organizations has shown a positive impact on the community, organizations and individuals. Social membership by immigrants is obtained over time as a result of participation in the civil society, in the daily life, in the labour markets, ...in leisure time activities and associational life."

Settlement as it relates to the immigration process is often associated with the immediate activities that are pursued by newcomers upon arriving in a new country. Citizenship and Immigration Canada defines settlement as follows:

Settlement means the process by which a newcomer, during his or her first few years in Canada, acquires basic information, knowledge and skills to become self-sufficient, e.g., find a home, find a job, communicate in one of Canada's official languages, access health services, interact with schools, etc. (CIC, 1995).

In contrast, integration is usually viewed as part of a long-term process that emerges from the initial settlement period and ultimately leads to full participation in mainstream society. While the literature reveals considerable overlap between the concepts of settlement and integration, settlement models often refer to three 'stages' of settlement. Integration is often included in the model as the 'final' stage of the process.

The Ontario Council of Agencies Serving Immigrants (OCASI) views settlement as a process or continuum of activities that an immigrant/refugee goes through when they arrive in a new country. This process includes the following stages:

- Adjustment: acclimatizing and getting used to the new culture, language, people and environment or coping with the situation
- Adaptation: learning and managing the situation without a great deal of help
- Integration: actively participating, getting involved and contributing as citizens of the new country (Holder, 1999: II-1)

The settlement process as presented by Esguerra and Lynch (1990) also frames the model as a process that extends well beyond the short initial period:

Stage 1	Accessing language training, affordable housing/accommodation, employment and educational opportunities
Stage 2	Accessing information and services as well as clarifying values
Stage 3	Integration on the part of the immigrant and accommodation on the part of long-term residents

The three stage model outlined by Mwarigha (1998) consists of an immediate stage that focuses on basic requirements (food, shelter, clothing) and other essential 'reception' or early settlement services; an intermediate stage where immigrants learn more about how to access and enrol in Canadian systems starting with ESL classes, upgrading training and education, health, housing and legal systems; and a long term stage that results in the long term participation of individual immigrants in Canadian society (1998: 93).

DeCoito and Williams (2000) depict the settlement process as a three-stage model using the terms survival, learning and integration to describe each stage. This model takes the approach that the process of integration cannot begin until the newcomer has

obtained the basic requirements of survival (food, shelter, clothing). Only when these basic necessities are obtained can the newcomer “think about integrating” into the new environment. However, reaching the final stage requires gaining a “functional understanding” of how the new society operates and how one can maximize his/her own interests (2000: 31).

In conceptualizing settlement, Kramer and LAMP (1991) make a distinction between short-term and long-term integration needs:

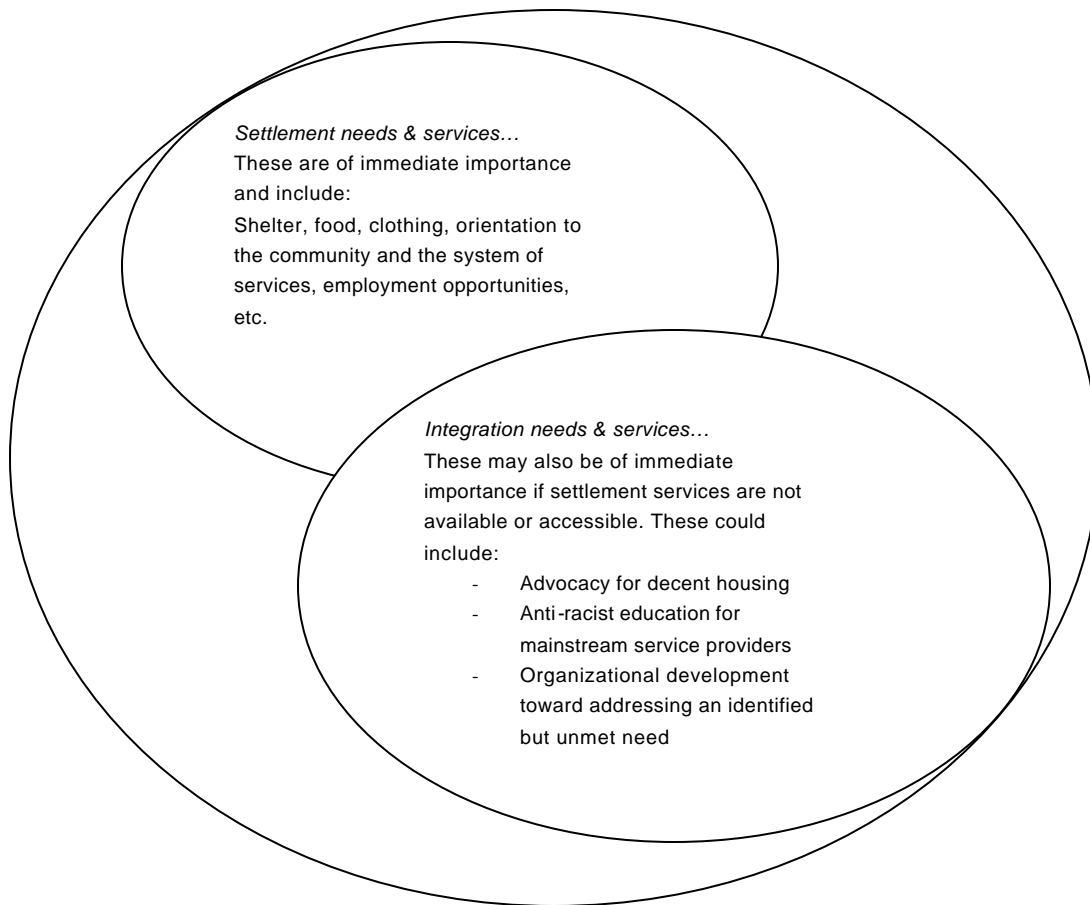
Initial Settlement		Short-term integration		Long-term integration
	\$		\$	
Needs met related to: shelter, clothing, food, health problems, income earner ESL, income support, schooling for children including ESL		Needs met related to: employment or income support, permanent housing, adult education upgrading, non-income earner ESL, children in permanent school situation, mental and physical health needs resulting from trauma of immigration, sponsorship of family members still outside Canada		Needs met related to: family adjustments to cultural changes, community acceptance, access & involvement, cultural retention and sharing

Source: Kramer and LAMP Consultants. Operational Review Report. Guelph, Ontario. Guelph & District Multicultural Centre (1991:15).

The model provided by Kramer and LAMP acknowledges that there is some degree of overlap between the three steps. Kramer and LAMP suggest that many of the activities related to the initial settlement and short-term integration stages focus on the needs of individuals. Long-term activities in contrast are viewed as being more group oriented, e.g. intercultural activities, education or race relations, etc. (1991:16).

Retreating from the view that settlement and integration services are aligned along a continuum, Wallace et al. (2000) suggests that settlement is necessarily a multidimensional concept. As noted by Wallace et al. it is possible for an immigrant to be successfully ‘settled’ in some ways and not in others (2000: 49). Take as an example the immigrant who finds a stable, affordable, and satisfactory place to live. The same person, however, may not be able to find a job despite having English proficiency, or get admission to the field of his/her trade or profession, and therefore does not become ‘settled’ in terms of economic security and personal development.

Brooks and Tulloch (1992) propose that settlement and integration are inseparable at the community level. While the settlement process touches on the newcomers' needs for information and referral sources for accessing basic needs, the integration process emphasizes accessing opportunities for services and social participation in mainstream society. Brooks and Tulloch illustrate the settlement process through a set of overlapping rings as illustrated below:



Adapted from: Denise Brooks & Akosia Tulloch, *A Community-Based Needs Assessment of Settlement and Integration Services in Hamilton-Wentworth*, Hamilton: Social Planning and Research Council of Hamilton-Wentworth, 1992.

Durbin & Sondhu (1992) present a model that focuses on levels of organization in the settlement process while borrowing elements from the three-stage settlement concept. The key variables used to distinguish the levels are the length of time the immigrant community existed in the host community and the extent to which that community possesses its own social infrastructure. Knowing the types of new immigrants that exist in the community is important for settlement service providers as it can help to ensure that newcomers receive the appropriate type of information or instruction.

Durbin and Sondhu describe Level One Communities as consisting of immigrants that arrived in Canada after 1980s. The majority of these immigrants are from non-European countries and they do not have the benefit of established residential communities and

community services targeted for them. Furthermore, the mainstream service infrastructure is not knowledgeable about these communities because of their relatively recent arrival in Canada. The lack of appropriate services that address their basic needs combined with the racial, linguistic and cultural barriers that limit their access to services and lack of political power, results in the majority of their time being dedicated to settlement needs such as housing, financial assistance, immigration issues, and employment.

Level Two Communities consist of immigrants who largely arrived in the late 1960s and early 1970s. The majority of these immigrants are from Eastern and Southern Europe. Newcomers in these communities can rely on a more established network of members of their own ethno-specific group. While these groups also lack appropriate community services and political power, they are sufficiently established beyond the 'survival stage' to possess information about life in Canada, Canadian values and norms, and some general idea about accessing mainstream services for themselves.

Level Three Communities are typically well integrated. These consist of immigrants who arrived in Canada prior to and just after the Second World War. According to Durbin and Sondhu, these are mostly European and Japanese immigrants who are well established in Canada. They typically have their own community support infrastructure, economic stability, and political power. These immigrants tend to have established cultural and social services created for them by the established immigrants of these groups.

In applying the Durbin and Sondhu construct to the Northern Ontario context, it's possible that communities have 'representatives' from all three levels at least in terms of the time periods when they arrived in Canada. However, the presence of support networks and cultural/social services that are immigrant specific are more a feature of the larger urban centers in Southern Ontario where the model was developed. Immigrants residing in small communities of Northern Ontario are likely more reliant on accessing services through government and mainstream community organizations for longer periods of time than their counterparts in large metropolitan areas.

OCASI acknowledges that settlement process as a two-way process "through which, ideally immigrants would achieve full equity and freedom of participation in society, and society would gain access to the full human resource potential in its immigrant communities" (Wallace et al. 2000: 50).

The federal government as a national principle for settlement has incorporated the 'two-way aspect of integration'. In 1996, Citizenship and Immigration Canada produced the discussion document *Finding a New Direction for Newcomer Integration* outlining four principles considered to be the key elements of immigrant integration and two principles relating to service priority and delivery:

Key Elements of Integration	
Principle 1	Integration is a two-way process, which involves commitment on the part of newcomers to adapt to life in Canada and on the part of Canadians to adapt to new people and cultures.
Principle 2	The ability of newcomers to communicate in one of Canada's official languages is key to integration.
Principle 3	Newcomers' contributions to the economic and social fabric of Canada are valued; it is important for newcomers to become economically and socially self-sufficient and it is important for members of communities in Canada to help to ensure that newcomers have opportunities to participate in and contribute to economic and social life in Canada.
Principle 4	It is important to share with newcomers the principle, traditions, and values that are inherent in Canadian society, such as freedom, equality, and participatory democracy.
Principle 5	Settlement and integration services will be aimed at helping newcomers become self-sufficient as soon as possible. Priority will be given to those facing significant barriers to integration and who are deemed most in need within the community.

3.8.2 Settlement Process Model for Northern Ontario

A model of the settlement process for Northern Ontario can be developed by drawing on the concepts presented in the previous section and incorporating findings from the earlier research on newcomer settlement in rural and isolated areas.

The model features three stages of integration that sometimes overlap (Figure 3.1). The first stage consists of the immediate settlement needs required by newcomers to facilitate their entry into the new community. These needs include accessing basic necessities such as food clothing and housing. The early entry phase also includes utilizing translation/interpretation and escort services and accessing social assistance and health care (Figure 3.2).

The second stage of the model touches on a number of different service elements including education and language training, employment, therapy and counselling, and other social aspects including religion and recreational activities (Figure 3.3). A factor that has an impact on the ability of newcomers to address many of their initial integration needs is access to childcare.

Longer-term integration needs often carry over from the initial integration phase (Figure 3.4). Delays may be encountered in securing adequate and meaningful employment and/or education/language training and there may be a need for ongoing counselling.

Figure 3.1 Stages of Newcomer Integration Service Needs

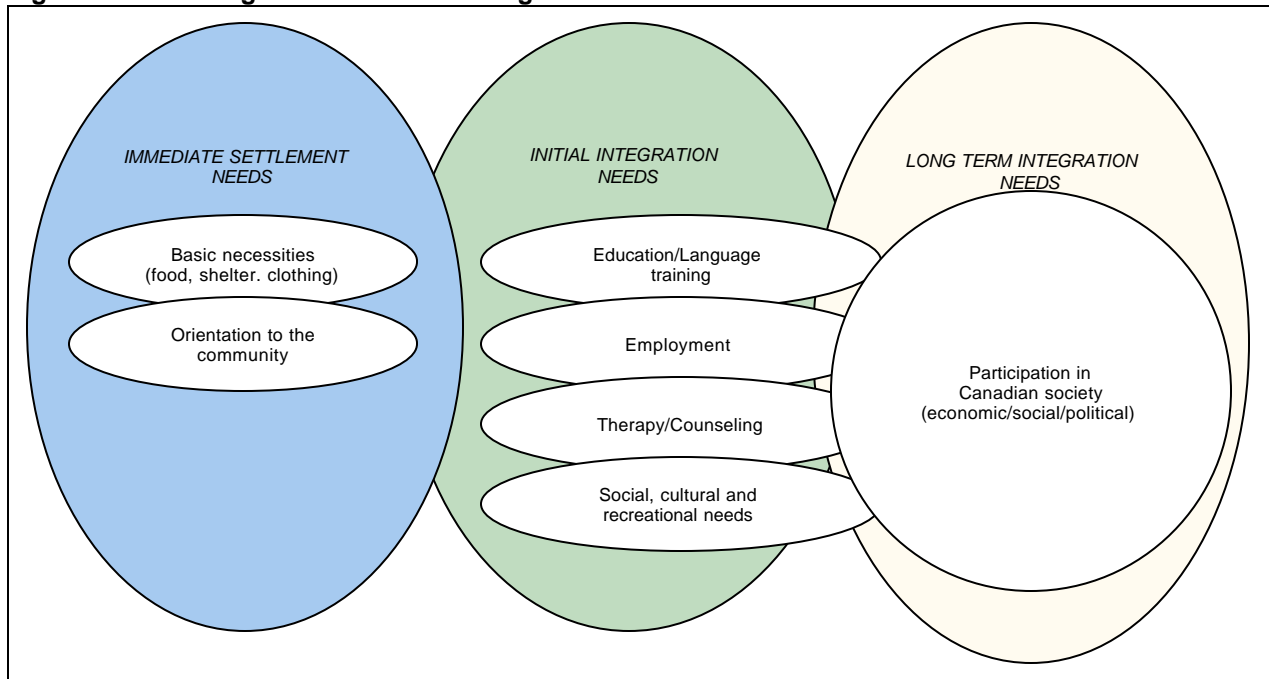


Figure 3.2 Immediate Settlement Needs

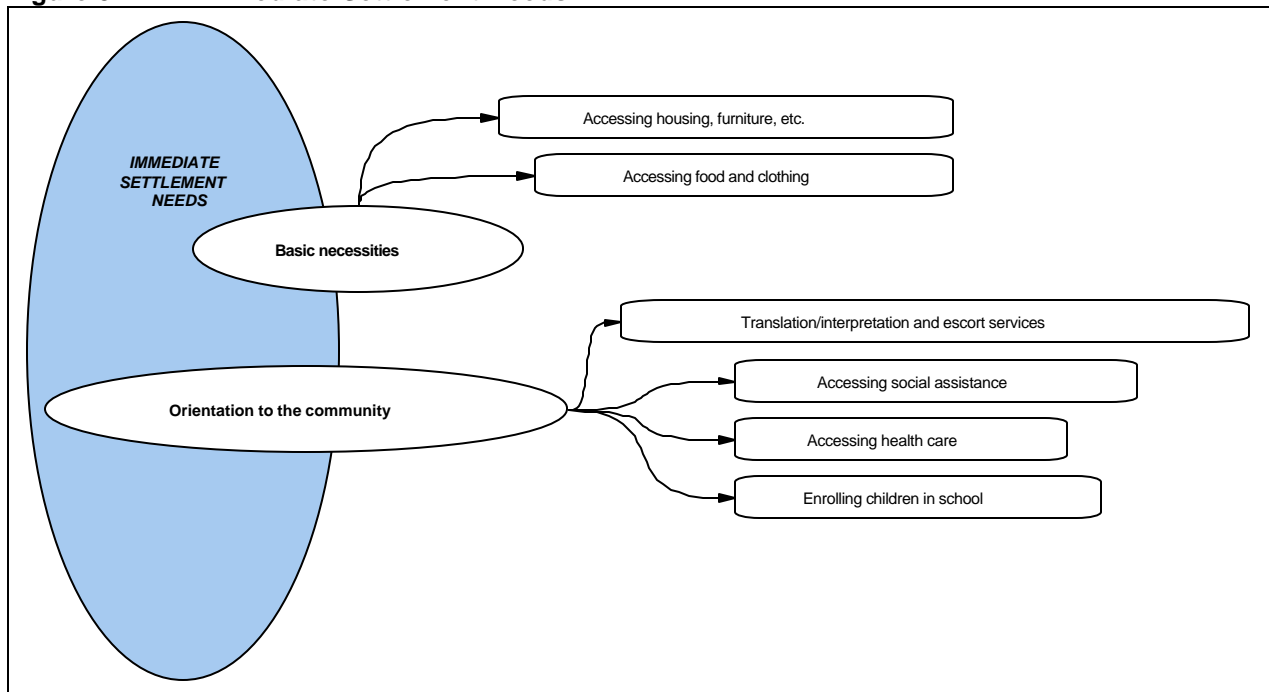


Figure 3.3 Initial Integration Needs

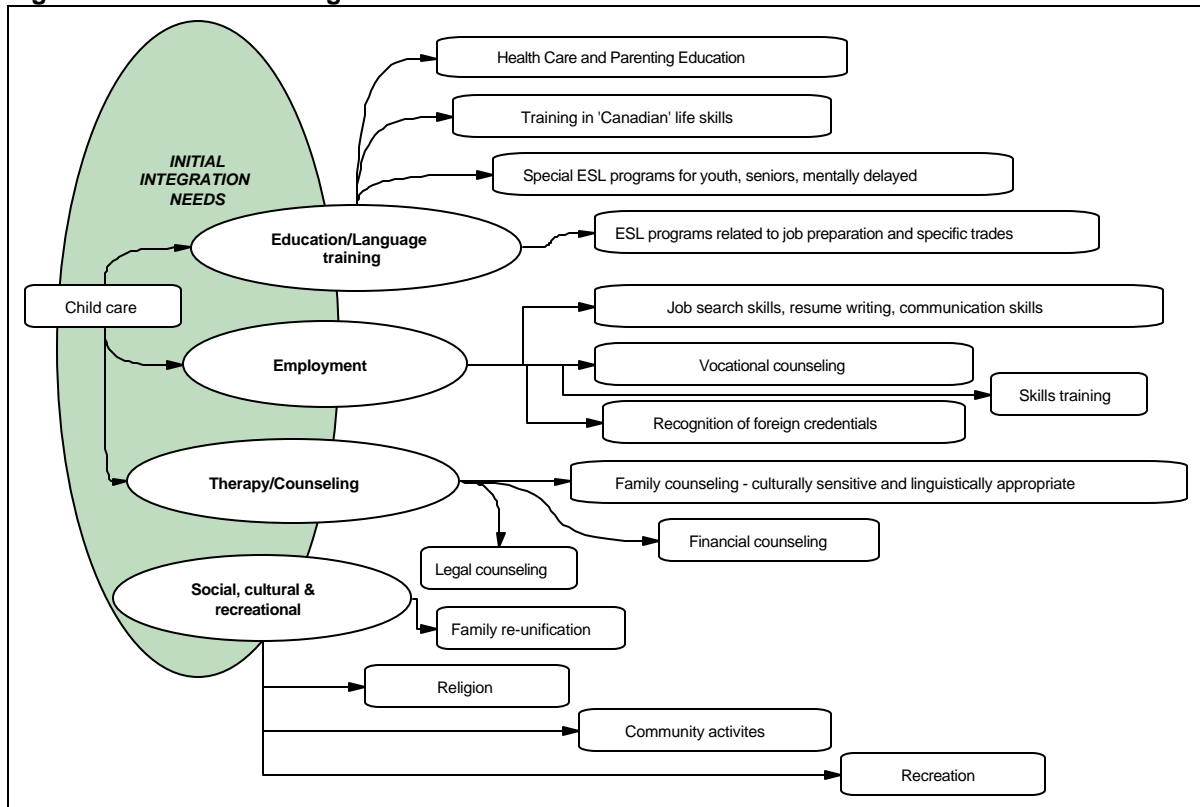
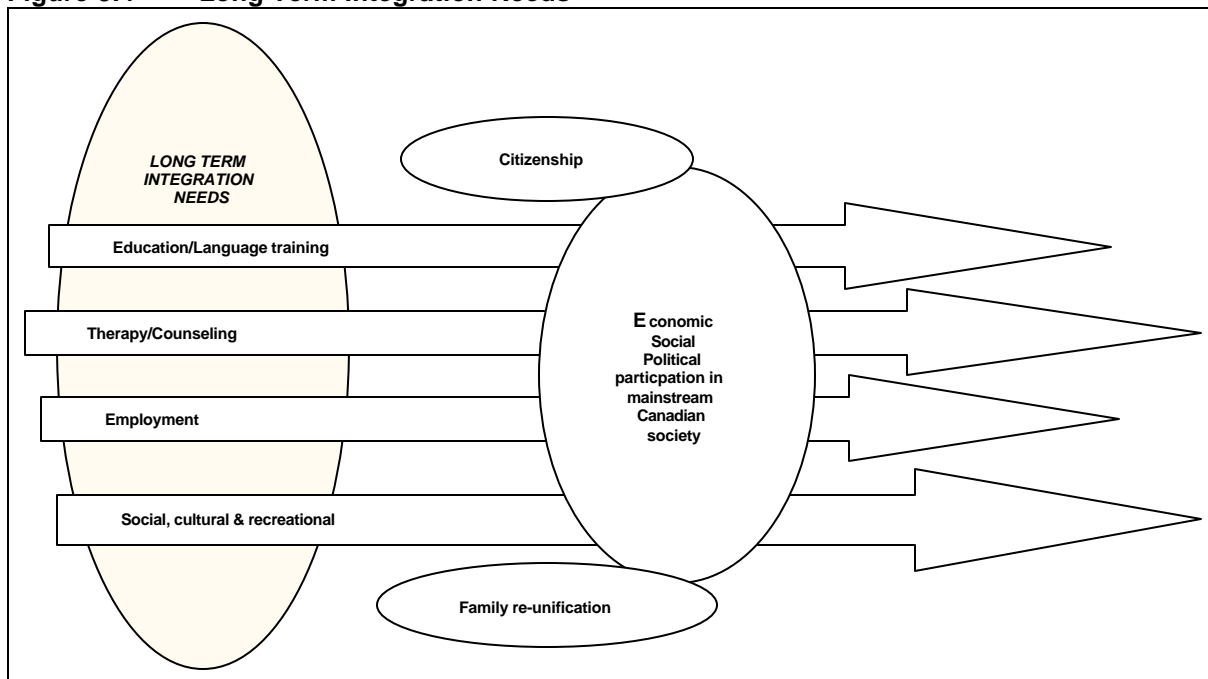


Figure 3.4 Long Term Integration Needs



3.9 Review of Alternative Methods of Service Delivery

The delivery of settlement services in small towns and isolated areas can be challenging given the low and infrequent demand placed on service providers and the geographical distances between small towns. The low numbers of immigrants arriving in some areas of Northern Ontario do not warrant specific settlement services such as English as a Second Language classes.

A number of alternative methods of service delivery are available to remote/isolated communities located in Northern Ontario. In recent years the amount of settlement related services offered over the Internet has increased dramatically.

Internet information sites:

A number of self-directed Internet information sites have emerged in recent years.

The Ontario Council of Agencies Serving Immigrants manages *Settlement.org*, an Internet site providing information for immigrants coming to and living in Ontario (Settlement.org – Welcome to Ontario, 2000a). The website features a number of 'newcomer guides' including:

- "Health Care in Canada - A Guide for Newcomers to Ontario" (Newcomer Orientation to the Health System Project. March 2000). This guide informs newcomers about how Canada's health care system is organized and how to access it in Ontario. A limitation of the guide is that the contact lists provided have been developed for the Greater Toronto Area only. Hard copy versions of the guide are available in a number of languages including: English, French, Arabic, Chinese, Farsi, Portuguese, Punjabi, Russian, Somali, Spanish, Tamil, Ukrainian and Vietnamese. A resource manual is also available that contains information on how to run an information workshop on the health system for newcomers (Newcomer Orientation to the Health System Project. 2000).
- "Bok Choy, Black Beans, Bananas – A Newcomers Guide to Healthy Eating" (Access Alliance Multicultural Community Health Centre, 2000). This guide introduces Canada's Food Guide to Healthy Eating and offers advice on budgeting and healthy food choices for infants and school age children. While some of the information is specific to Toronto, most of this guide is useful for everyone across Ontario.
- "Legal Information for Immigrants and Refugees in Ottawa" (Legal Information for Newcomers to Ottawa: The Pamphlet Project LINO, 2000). This booklet was designed to help immigrants and refugees in the Ottawa-Carleton area learn about the law, and to inform them where they can get legal help and information. While the contact information is for the Ottawa region, the information remains relevant for all Canadians. Hardcopy versions of the booklet are available in Arabic, Chinese, English, Farsi, French, Hindi, Russian, Serbo-Croatian, Somali and Urdu.

The *Settlement.org* site also provides electronic application forms related to education, housing, health, immigration and citizenship, and social services (Settlement.org – Welcome to Ontario, 2000b).

The Internet also offers a range of educational tools to assist immigrants in enhancing their English language skills. An example of such a site is Self-study Quizzes for ESL Students (2001), which features a large collection of grammar quizzes for English study.

Accessing the Internet:

Internet based services have the potential for addressing some of the accessibility issues in remote and isolated areas but they also present further challenges where the infrastructure is limited or unavailable. Additionally, placing resources on the Internet requires those individuals accessing the services to have a certain degree of computer proficiency.

Several programs have been launched in recent years that are intended to enhance the ability of rural and remote areas to access the Internet.

Community Access Program:

The Community Access Program (CAP) is a Government of Canada initiative, administered by Industry Canada. The goal of the program is to provide Canadians with affordable public access to the Internet and the skills they need to use it effectively.

CAP is the key component of the Government of Canada's Connecting Canadians initiative, whose goal is to make Canada the most connected nation in the world. CAP was initiated in 1994 in rural communities with populations up to 50,000 and expanded to larger population centres following a pilot program in 1999 (Industry Canada, 2000a). CAP projects combine computer support and training in establishing public access sites such as municipal offices, community centres, schools and libraries.

CAP projects are often a joint venture between educational, library, business, economic development, and voluntary sector partners. Industry Canada promotes CAP as a community development tool which can be used to accelerate communication between individuals, expedite interaction between the citizen and government and provide expanded educational opportunities (Industry Canada, 2000b).

Industry Canada recognizes the potential for on-line learning through CAP sites (Industry Canada, 2000c). As described by industry Canada, CAP sites can facilitate on-line learning by helping develop the underpinning Internet and computer skills in learners and providing access for individuals taking Internet based courses.

Voluntary Sector Support Network Support Program (VolNet):

Similar to the CAP program, the Voluntary Sector Support Network Support Program (VolNet) is a federal government program administered by Industry Canada. The program was created in 1998 to enable voluntary organizations to access and use Internet technologies to further their own missions. VolNet is part of the federal

government's Connecting Canadians initiative to make Canada the most connected country in the world.

In 1997, VolNet undertook an informal survey of charitable organizations to determine the extent to which these organizations were using Internet-based technologies. Among the organizations surveyed, 65 percent were not currently connected to the Internet, primarily because of financial limitations or a lack of knowledge. Of the 35 percent of organizations that were connected, more than 75 percent expressed a need for Internet training, ranging from learning the basics, such as using E-mail and navigating the Internet (71 percent), to using more advanced applications, such as search engines and Internet-based fundraising tools (85 percent) (VolNet National Advisory Committee, 1999: 7).

The VolNet program focuses on enhancing the Internet connectivity of voluntary organizations through three components (Industry Canada, 2001a):

- providing Internet access and support services (basic Internet account for one year)
- providing computer equipment needed to connect to the Internet (50% of the cost of the equipment is covered by Industry Canada with the VolNet participant paying the balance of the costs)
- providing basic Internet skills development to get on-line and start using the Internet

As detailed in the VolNet Proposal Guide (1999: 14) a recipient of the VolNet Service must meet several eligibility criteria. An eligible voluntary organization must:

- be incorporated as a not-for-profit corporation under appropriate provincial or federal legislation, or be registered with Revenue Canada as a charity or an amateur athletic association
- offer services or programs that serve the public interest
- have annual revenues of less than \$500,000

Priority is given to groups/organizations that are isolated, either geographically or as a result of the mission of the organization. (For example, organizations serving groups seeking equality by addressing issues that affect minority language groups, people with disabilities, the elderly, youth, the economically disadvantaged, aboriginals and women) (VolNet Proposal Guide, 1999: 15).

Organizations considered ineligible for the VolNet package include individuals, profit oriented organizations, industry and trade organizations, and municipalities, universities, hospitals and schools (VolNet Proposal Guide, 1999: 15).

Canadian Rural Partnership (CRP):

The Canadian Rural Partnership program is a four-year program that was initiated in 1998. The program provided funds to projects that demonstrated creative, self-sufficient

approaches to community development in rural and remote communities (Agriculture and Agri-Food Canada, 1999).

The government's involvement in these projects is in response to a number of priority areas identified by rural Canadian including improving access to federal government programs and services for rural Canadians and promoting rural Canada as a place to live, work and raise a family (Agriculture and Agri-Food Canada, 1999).

Several of the projects relate directly to enhancing the capacity of rural areas in Ontario to utilize the Internet through existing municipal offices, community centres, libraries, etc. for the delivery of government services, community information and on-line applications (Agriculture and Agri-Food Canada, 1999).

Accessing English as a Second Language Courses:

Attending federally funded LINC courses can be problematic for immigrants in rural and remote areas. As noted earlier, the numbers of immigrants in some areas are insufficient to warrant the establishment of a local LINC centre.

English language educational materials can be accessed through Home Study or distant education programs. A Home Study LINC program has been offered in Peel and Halton Regions in Southern Ontario since 1995. The program features the use of audiocassettes and workbooks and access to a teacher by phone or email. An on-line LINC Home Study program was initiated earlier this year and is currently being offered for the higher LINC levels. On-line programs for LINC introductory levels are in the development stage (LINC Home Study Program, 2001).

English as a Second Language courses are offered by distant education through the Independent Learning Centre (ILC). As part of the Ontario Ministry of Education, ILC provides a range of distant education courses that allow adults to complete non-credit Adult Basic Education courses in Adult Basic Literacy and English as a Second Language (ILC Course Guide, 2001).

Each course costs approximately thirty dollars, which is refundable at the completion of the course. To be eligible for the program an applicant must be:

- 16 years of age or older and not attending secondary school
- living in Ontario
- a Canadian citizen, or landed immigrant, or an Ontario resident holding a work visa, diplomatic visa, or ministerial permit; or a refugee claimant who can provide official documentation

ILC English as Second Language Courses are for adults who speak little or no English and have someone to act as a volunteer tutor. The tutor can be anyone interested in helping a student learn to speak English and to read and write. The ESL courses feature audiocassettes and student workbooks. The tutor assists the student with lessons and provides the student with conversation practice (ILC Course Guide, 2001).

Thunder Bay Multicultural Association Pilot Project:

The Thunder Bay Multicultural Association (TBMA) has initiated a pilot project to assist outlying communities of the North in accessing settlement services and information. The project is being operated in conjunction with the Ontario Ministry of Citizenship, Culture and Recreation (Thunder Bay Multicultural Association Proposal, 2000).

As outlined in its project proposal, TBMA seeks to address the need to reach out to the newcomers who choose to locate in the outlying communities surrounding Thunder Bay, scattered across Northwestern/Northern Ontario. In developing the project TBMA recognized the need for an innovative approach and strategy for dealing with small groups of newcomers spread across hundreds of miles in the north. Several factors were taken into consideration in developing an innovative approach to delivering services in under-served communities of the north including:

- funding/fiscal responsibility
- limited travel time due to winter roads
- using what already exists to reduce costs and finally
- finding ways to reach families and have them access services in their communities or if services do not exist, by reaching existing services in their communities, a community close to them or at TBMA in Thunder Bay.

The project is a three-phase initiative. During the first phase site visits will be made to communities to evaluate the services currently available, the number of newcomers in the community and the access points that they might use to obtain information or settlement services. This phase will include consultation with city councils, employers, social services and community partners and will lead to the development of partnerships with churches, libraries, schools or families etc. who would be willing to serve as contacts and information/referral partners.

The initial set up time and community contact during this phase is viewed as crucial as it will affect the rest of the process. Where schools and libraries already have Internet access they will be approached for participation as an access site for use by the newcomers. As well, if a VoInet site exists it will be targeted for the project. The VoInet site in Thunder Bay has already connected many non-profit organizations in the region to the net (Thunder Bay Multicultural Association Proposal, 2000).

The second phase of the project will be directed at building up linkages with towns and completing the establishment of access points in each of the communities with newcomers residing in them. The project coordinator would recruit and train community partners, host families or participants and would facilitate the Internet access, advertising and information distribution within the towns. Training will be provided via a lap top computer during on-site visits and will demonstrate how to access the settlement.org Internet site, service providers, TBMA Internet site, and other information.

TBMA supports the view that access not be limited to computer literate and computer accessible newcomers. To make the service more accessible an 800 number will be set up to facilitate calls from across the region and will be advertised in each community. The toll free number would provide access to those who may not read and write English or who may not have access to, or know how to use a computer. The specific language needs of newcomers will be accommodated through TBMA's bank of interpreters. A telephone link system will be established that will offer newcomers the option of speaking to an interpreter through the TBMA office (Thunder Bay Multicultural Association Proposal, 2000).

The final phase of the project involves evaluation and planning for the maintenance of the program. The number of requests would be reported and statistics tracked for the entirety of the project. Efficiency issues will also be examined.

3.10 Literature Review Summary

Canada's history is linked closely to immigration and net migration is set to take on an increasingly important role in Canada's future. In its immigration plan for 1995-2000, the federal government policy moved to place a greater emphasis on economic over family immigrants and refugees. The shift in focus may require changes to economic and social policies as well as cultural and linguistic programmes in light of the multicultural composition of family dependents, business and entrepreneurial immigrants and refugee movements.

Recent immigrants are more selective in their places of destination in Canada. Larger metropolitan areas such as Toronto, Vancouver and Montreal are attracting a disproportionately greater share of recent immigrants. While there appears to be a substantial amount of research on the immigrant experience in large and medium sized cities, little research has been conducted into the settlement experience in rural and isolated areas.

The conceptualization of settlement has implications for service delivery and their evaluation. A narrow view of settlement might take into consideration services that seek to build/enhance individual capacity of newcomers for gaining access to fundamental resources (community orientation, language acquisition, employment) while a broader view of settlement could encompass service activities that promote the development of social ties and community networks, and capacity for contributing to the community.

Settlement as it relates to the immigration process is often associated with the immediate activities that are pursued by newcomers upon arriving in a new country. In contrast, 'integration' is usually viewed as part of a long-term process that emerges from the initial settlement period and ultimately leads to full participation in mainstream society. Immigrant settlement models often refer to 'stages' of settlement with integration often being referred to as the 'final' stage of the process. The stages of settlement often overlap as an immigrant may be successfully 'settled' in some ways and not in others.

Settlement services are provided by a diverse group of community organizations, government agencies and individuals. In larger urban centres services are often offered through established ethnic community organizations or multicultural centres. In smaller communities, the range of settlement services and the availability of training for service providers are usually more limited.

Settlement service organizations typically consist of a number of partnerships that cut across the public, private, and voluntary or social service sectors. Settlement services are often provided free of charge and in some cases are offered in languages other than English and French. Some of the more common types of settlement services available include:

- interpretation and translation
- English or French language classes
- assistance with finding a job or employment training
- short-term para-professional counselling
- assistance with filling forms and applications
- referrals to other resources in the community

Different levels of government and government departments have taken responsibility for funding various settlement programs. The federal government through the Ministry of Citizenship and Immigration offers a nationwide program known as the Immigrant Settlement and Adaptation Program (ISAP). The aim of ISAP is to assist newcomers in the settlement process by providing reception and orientation programs and making referrals to mainstream agencies such as Human Resources Development Canada. ISAP also funds projects that are designed to compliment or improve the delivery of settlement services. Although the Program is mainly for newcomers, other eligible immigrants may qualify, regardless of how long they have been in Canada, as long as they have not yet acquired Canadian citizenship.

Citizenship and Immigration Canada also funds the Language Instruction for Newcomers to Canada (LINC) program. This is a free service that provides basic language instruction in English or French to adult immigrants. As well, CIC provides funding for the HOST program, which places immigrants with volunteers to help immigrants overcome the stress of moving to a new country.

The Ontario government, represented by the Ministry of Citizenship, Culture and Recreation, funds the Newcomer Settlement Program (NSP). The program supports direct core services including assessing newcomers' settlement needs, providing information, orientation and referrals, and filling out forms and applications. A second service category relates to recruiting, coordinating and training volunteers to assist in providing settlement services to newcomers.

A challenge faced by immigrants/refugees in small towns and isolated areas is the significant physical distance that separates newcomers from service providers and similar ethnocultural groups. Communities in rural areas are unlikely to have the established ethnocultural communities that are sometimes found in metropolitan areas and which are sufficiently organized and prepared to assist newcomers in the settlement process.

Relatively little research has been conducted on the settlement experience of recent immigrants in rural/remote regions of Canada. However, the documentation reviewed for this report offers a number of recommendations for enhancing the ability of rural and remote areas to facilitate the settlement process for immigrants.

One recommendation is for governments to take on a larger role in developing the necessary support services and assistance to attract and retain immigrants in rural areas. Secondary migration out of rural/remote areas was found to be an outcome of pull and push factors. Immigrants in small cities, towns and villages move to major metropolitan area to join established ethnic social networks and to take advantage of perceived employment opportunities. Ensuring that 'quality' settlement services are made available in rural/remote areas is seen as a way of persuading newcomers to stay.

Specific concerns raised by settlement providers in Northern Ontario include the loss of ESL programs in local schools, insufficient promotion of government programs for refugees, and insufficient budget for administration and communication costs of service delivery centres. One recommendation called for one-time funding to be offered to assist with upgrading electronic communications between all service providers. Service providers also suggested that the period of service coverage allowed to newcomers in Northern Ontario be extended to compensate for accessibility problems (isolated communities, limited services, etc.).

Translation and interpretation services in addition to language training and employment related services were found to be key settlement services for recent immigrants in Northern Ontario.

Clients pointed to the need for addressing specific issues such as availability and affordability of childcare and transportation for immigrant women seeking to secure employment. One recommendation called for educational or public awareness programs for social service workers and the general public to help identify the importance of specific immigrant issues.

Volunteers were identified as a key element in maintaining effective service delivery in Northern Ontario. Volunteers play an important supportive role in delivering certain alternative services such as distance education courses in ESL. A need was identified for developing formal volunteer policies/guidelines and training.

The Internet represents a significant alternative method of service delivery in

rural/remote areas providing a range of services and information. However, while Internet based services have the potential for addressing some of the accessibility issues in remote and isolated areas but they also present further challenges where the infrastructure is limited or unavailable. Additionally, placing resources on the Internet requires those individuals accessing the services to have a certain degree of computer proficiency.

Several programs including the Community Access Program and VolNet have been launched in recent years to enhance the ability of rural and remote areas to access the Internet.

A recent initiative has been undertaken by the Thunder Bay Multicultural Association (TBMA) to develop a pilot project that will assist outlying communities in accessing settlement services and information. The project is focusing on the development of an alternative approach and strategy for dealing with small groups of newcomers spread across hundreds of miles in the north. The project focuses on establishing access/information sites using existing public facilities such as schools, libraries and municipal offices.

The next section of the report provides a general description of the Northern Ontario population including a profile of newcomers in Northern Ontario.

4.0 Site Identification, Selection and Profiles

This chapter is comprised of four sections. The first section defines the Research Area, including a breakdown of the Census Divisions, which form Northwestern and Northeastern Ontario Regions. The second section provides an ethnic profile of the Research Area, including a general description of the Northern Ontario population at the Regional and Census Division levels, with comparisons to the population of Northern Ontario and Ontario as a whole. The third section profiles newcomers in Northern Ontario for the eleven-year period from 1990 to 2000. Finally, a list of communities is identified for their potential to be included as Target Communities for further study and client interviews. Target Communities will be selected by HCA in consultation with CIC, OASIS. The primary criteria in selecting these communities are that they are isolated rural areas and small towns within Northeastern and Northwestern Ontario, and receive less than 50 newcomers a year.

4.1 Defining the Research Area

For the purposes of this study, Northwestern and Northeastern Ontario have been defined as shown in Table 4.1. These districts correlate to Census Divisions developed by Statistics Canada for the Population Census of Canada. The census is conducted every five years, and organizes data at a number of levels: Canada, Province/Territory, Census Divisions (e.g. counties, Regional municipalities and Districts) and Census Subdivisions (e.g. Townships, Towns and Villages).

Table 4.1 Census Divisions in Northwestern and Northeastern Ontario.

Northwestern Ontario	
Thunder Bay District	Rainy River District
Kenora District	
Northeastern Ontario	
Nipissing District	Parry Sound District
Manitoulin District	Sudbury District
Sudbury Regional Municipality	Timiskaming District
Cochrane District	Algoma District

Source: Statistics Canada 1996 Population Census, 1997.

4.2 Ethnic Profile of Northern Ontario

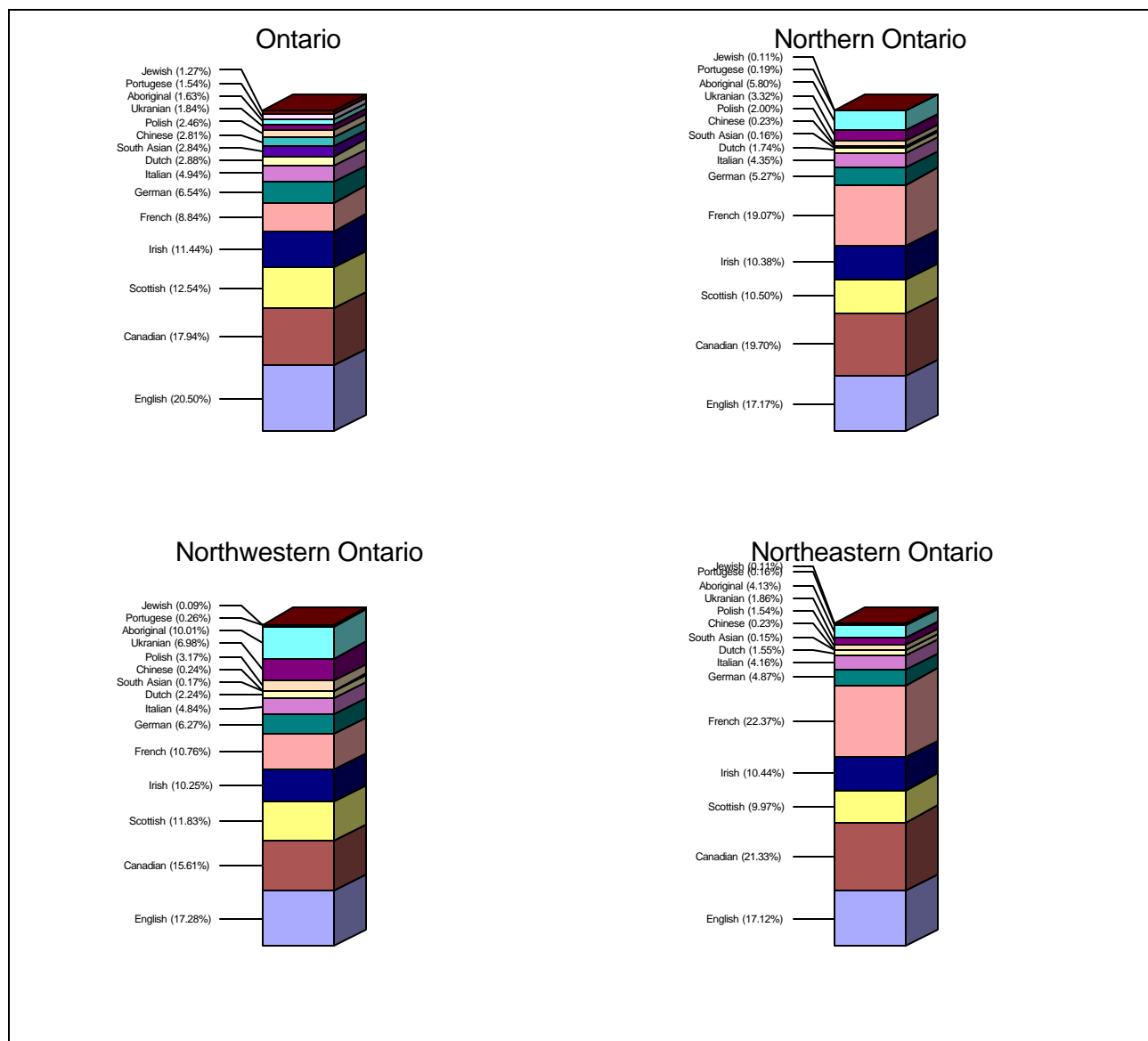
In 1996, approximately 826,000 people inhabited Northern Ontario, accounting for 7.7% of the total population of the province of Ontario. About 70.4% of northern residents live in Northeastern Ontario, with the greatest concentrations located in the metropolitan areas of Sudbury, North Bay, Sault Ste. Marie and Timmins. The remaining 29.6% of northern residents live in the northwest. Thunder Bay is the largest metropolitan area in Northwestern Ontario, where there are also several medium-sized communities, namely Fort Frances Dryden and Kenora.

4.2.1 Ethnic Origins

Figure 4.1 and Table 4.2 describe the fifteen most frequently reported ethnic groups making up the population of Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario by ethnic origin, as of the 1996 census. Each region contains a diverse population, with the majority of the population rooted in European ethnic groups dominated by English, Scottish, Irish and French ancestry. Although many Ontario residents consider themselves uniquely “Canadian”, these residents are largely descendants of the four main European ethnic groups listed above (Statistics Canada, 1997).

Smaller European groups (i.e. German, Italian and Dutch) make up most of the remainder of the population in the four regions. Asian ethnic groups (i.e. Chinese and South Asian) have less representation in the northern regions than in the province as a whole. The reverse is true for Aboriginal groups, who have greater representation in the north than in the province as a whole.

Figure 4.1 Population by Ethnic Origin in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996.



Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

Table 4.2 Population by Ethnic Origin in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996¹

	English	Canadian	Scottish	Irish	French	German	Italian	Dutch	South Asian ²	Chinese ³	Polish	Ukrainian	Aboriginal	Portuguese	Jewish
Ontario	3,086,145	2,700,870	1,887,695	1,723,065	1,330,465	984,770	743,425	433,690	427,470	422,775	370,460	276,950	246,070	231,805	191,445
Northern Ontario	226,995	260,500	138,845	137,300	252,140	69,665	57,570	23,070	2,090	3,040	26,470	43,870	76,725	2,510	1,430
Northwestern Ontario	64,940	58,670	44,460	38,515	40,455	23,560	18,205	8,435	640	895	11,915	26,240	37,610	995	345
Kenora District	14,515	14,625	9,810	7,750	8,755	6,880	1,350	1,740	35	125	2,535	5,160	20,975	200	75
Rainy River District	7,415	5,975	5,155	4,925	4,155	2,755	530	1,225	45	10	875	2,325	3,280	20	0
Thunder Bay District	43,010	38,070	29,495	25,840	27,545	13,925	16,325	5,470	560	760	8,505	18,755	13,355	775	270
Northeastern Ontario	162,055	201,830	94,385	98,785	211,685	46,105	39,365	14,635	1,450	2,145	14,555	17,630	39,115	1,515	1,085
Algoma District	38,895	38,225	25,285	24,225	32,270	10,985	17,540	3,730	285	435	3,775	5,095	8,485	565	260
Cochrane District	17,000	36,160	8,670	9,895	43,520	4,200	3,420	1,380	145	380	2,365	2,225	8,975	130	80
Manitoulin District	4,030	3,180	2,575	2,165	1,275	835	115	360	0	0	100	150	3,205	0	55
Nipissing District	25,770	30,545	14,690	15,755	33,530	7,300	3,470	2,285	185	330	1,995	1,235	5,720	170	160
Parry Sound District	17,020	14,485	9,725	9,130	5,440	5,525	910	1,940	30	125	900	960	2,070	155	220
Sudbury District	6,490	9,135	3,385	4,110	12,160	2,355	760	675	60	0	530	710	2,185	65	30
Sudbury R.M.	40,280	55,270	23,855	26,880	70,065	12,065	12,190	3,085	655	685	4,200	6,530	7,055	390	240
Timiskaming District	12,570	14,830	6,200	6,625	13,425	2,840	960	1,180	90	190	690	725	1,420	40	40

Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

¹ This table shows total response counts for the 15 most frequently reported ethnic origins in the province. Total responses indicate the number of respondents who reported each ethnic origin, either as their only response or in addition to one or more ethnic origins. Total responses represent the sum of single ethnic origin responses and multiple ethnic origin responses received in the 1996 Population Census.

² "South Asian" includes Bangladeshi, Bengali, East Indian, Goan, Gujarati, Pakistani, Punjabi, Sinhalese, Sri Lankan, Tamil and South Asian not included elsewhere.

³ In 1991, "Taiwanese" was included in "Chinese". In 1996, "Taiwanese" was collected as a separate response.

4.2.2 Visible Minorities

Figure 4.2 and Table 4.3 show the population of visible minorities in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario. In Ontario, visible minorities make up about 15.6% of the total population. This number falls drastically in Northern Ontario; only 1.3% of the Northern Ontario population is represented by visible minorities (1.5% in Northwestern Ontario and 1.2% in Northeastern Ontario). Visible minority populations largely reflect ethnic groups in the population; South Asian and Chinese groups represent the largest proportion of the visible minority population, along with Black and a variety of other Asian groups (i.e. Japanese, Korean, Southeast Asian, Filipino and Arab/West Asian).

The most noticeable anomaly shown in the figure is the higher representation of people of Japanese descent in both Northwestern and Northeastern Ontario (17.2% and 2.7%, respectively). The Japanese population is more proportionately larger in Northern Ontario than it is in Ontario as a whole, although population in real numbers is substantially greater in Southern Ontario.

Figure 4.2 Population of Visible Minorities in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996.

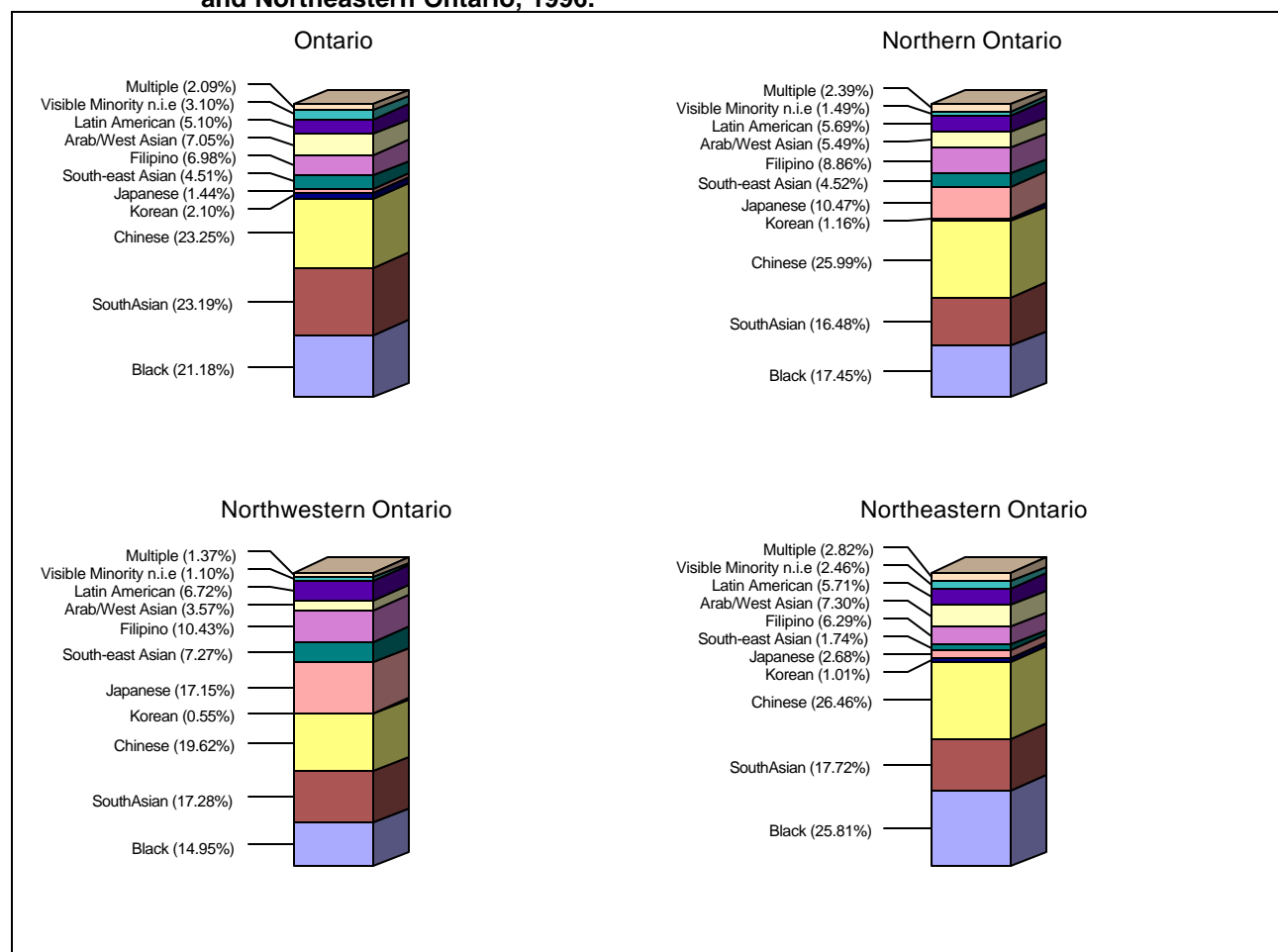


Table 4.3 Population of Visible Minorities in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996.

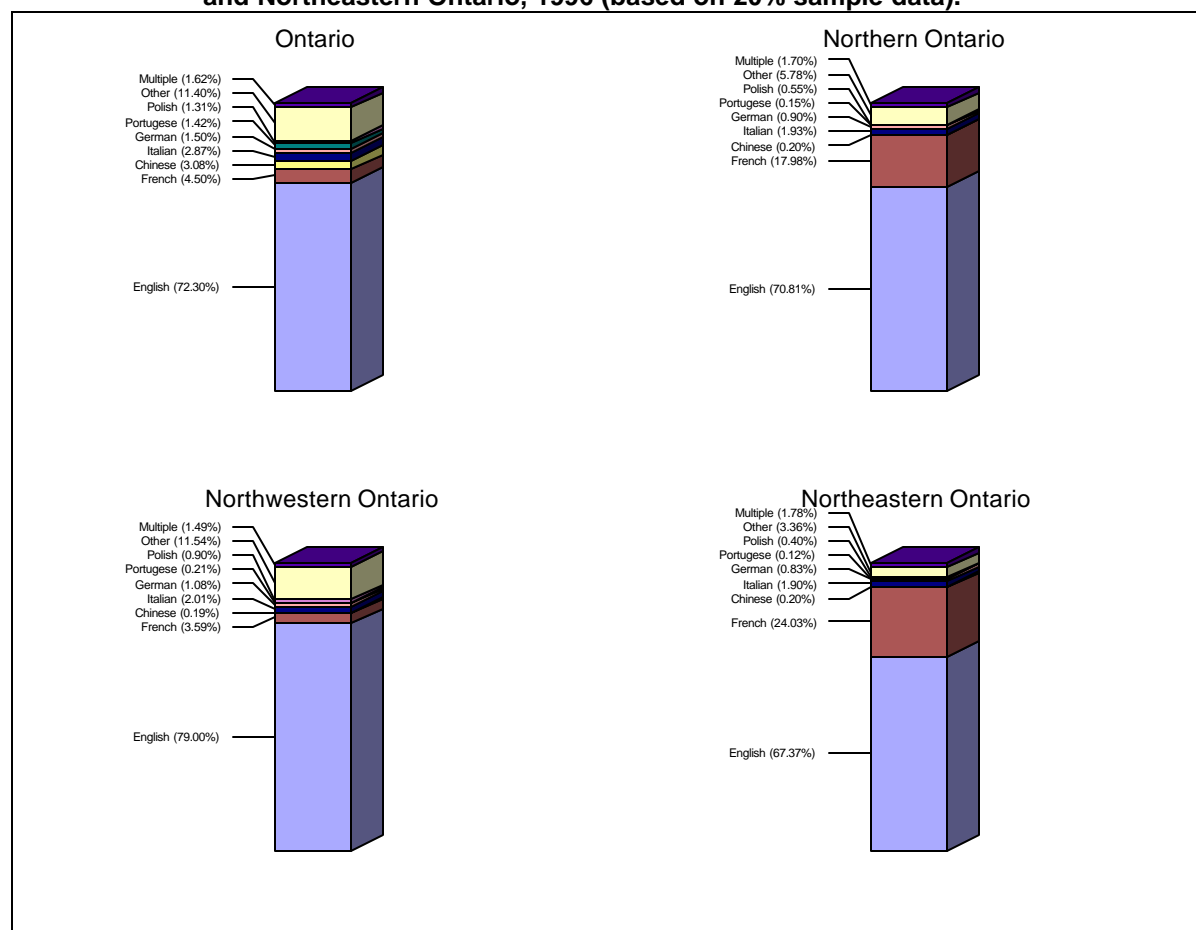
	Black	South Asian	Chinese	Korean	Japanese	South-east Asian	Filipino	Arab/ West Asian	Latin American	Visible Minority n.i.e.	Multiple	Total
Ontario	356,215	390,055	391,090	35,400	24,275	75,910	117,365	118,660	85,745	52,170	35,160	1,682,050
Northern Ontario	2,330	1,855	2,545	90	810	385	815	635	640	210	245	10,585
<i>Northwestern Ontario</i>	<i>545</i>	<i>630</i>	<i>715</i>	<i>20</i>	<i>625</i>	<i>265</i>	<i>380</i>	<i>130</i>	<i>245</i>	<i>40</i>	<i>50</i>	<i>3,650</i>
Kenora District	60	90	110	0	125	15	85	10	10	10	0	515
Rainy River District	10	45	10	0	10	50	10	0	10	0	0	130
Thunder Bay District	475	495	595	20	490	200	285	120	225	30	50	3,005
<i>Northeastern Ontario</i>	<i>1,785</i>	<i>1,225</i>	<i>1,830</i>	<i>70</i>	<i>185</i>	<i>120</i>	<i>435</i>	<i>505</i>	<i>395</i>	<i>170</i>	<i>195</i>	<i>6,935</i>
Algoma District	215	285	390	35	25	20	105	140	95	35	25	1,385
Cochrane District	215	90	370	0	70	25	60	45	45	20	20	955
Manitoulin District	0	0	0	0	0	0	0	10	0	0	0	15
Nipissing District	225	175	270	0	65	15	90	50	35	10	10	940
Parry Sound District	55	30	90	20	10	10	0	10	20	0	55	305
Sudbury District	10	0	10	0	0	0	25	15	0	0	15	85
Sudbury R.M.	980	580	535	0	0	35	155	220	200	95	60	2,860
Timiskaming District	85	65	165	15	15	15	0	15	0	10	10	390

Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

4.2.3 Mother Tongue

Figure 4.3 and Table 4.4 describe the most commonly reported Mother Tongue for the populations of Ontario, northern Ontario, Northwestern Ontario and Northeastern Ontario. English is the most common Mother tongue spoken throughout the province. Canada's other Official Language, French, is the second most common, and has greater use in Northern Ontario, especially in Cochrane and Nipissing Districts of Northeastern Ontario which border with Quebec, as well as a pocket of Francophones located in Sudbury Regional Municipality.

Figure 4.3 Population by Mother Tongue in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996 (based on 20% sample data).



Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

Non-Official Languages are also common throughout the province. The recognition of Chinese as a Mother Tongue is almost as frequent as French throughout the province as a whole (3.1% versus 4.5%, respectively), although this is largely concentrated in the southern portions of the province. Languages other than those listed above play a major role throughout the province; 11.8% of Ontario residents' Mother Tongues fall into this category. The proportion of the population in Northern Ontario with Mother Tongues in the "Other" category is also significant: 11.5% in North-western Ontario and 3.4% in North-eastern Ontario.

**Table 4.4 Population by Mother Tongue in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996
(based on 20% sample data).**

	English	French	Chinese	Italian	German	Portuguese	Polish	Other	Multiple ¹
Ontario	7,694,630	479,285	328,165	305,150	159,435	150,630	139,635	1,213,550	172,300
Northern Ontario	579,575	147,195	1,635	15,810	7,370	1,215	4,480	47,310	13,875
Northwestern Ontario	191,320	8,690	455	4,870	2,605	510	2,180	27,945	3,600
Kenora District	44,665	1,535	55	305	885	80	305	13,820	1,270
Rainy River District	20,720	420	10	45	285	10	70	1,175	230
Thunder Bay District	125,935	6,735	390	4,520	1,435	420	1,805	12,950	2,100
Northeastern Ontario	388,255	138,505	1,180	10,940	4,765	705	2,300	19,365	10,275
Algoma District	101,080	9,930	260	5,235	1,350	295	640	3,855	1,585
Cochrane District	41,695	43,045	210	840	325	60	310	3,610	2,350
Manitoulin District	9,385	255	0	10	120	0	10	1,365	95
Nipissing District	57,885	21,460	160	665	480	95	260	1,395	1,245
Parry Sound District	36,570	775	25	80	690	40	80	1,030	205
Sudbury District	16,170	7,670	0	60	235	10	50	625	560
Sudbury R.M.	99,685	45,925	445	3,860	1,225	205	845	6,690	3,625
Timiskaming District	25,785	9,445	80	190	340	0	105	795	610

Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

¹ The "multiple" Mother Tongue category includes the following combinations of responses: English and French; English and non-official language; French and non-official language; and English, French and non-official language.

4.3 Profile of Newcomers in Northern Ontario

4.3.1 Immigrant Population

In 1996, there were 22,910 immigrants living in Northern Ontario (Table 4.5). Immigrants make up only about 7.5% of the population of Northern Ontario, compared to 25.3% of the population throughout Ontario. Northern Ontario represents roughly 2.3% of Ontario's immigrant population. Most immigrants in Northern Ontario live in the northeast (39,415, or 63.2% of the immigrant population in Northern Ontario), and make up 6.8% of the total population. Northwestern Ontario is home to 22,910 immigrants, who make up about 9.4% of the total population. The higher percentage of immigrants in the population of Northwestern Ontario is likely a function of Thunder Bay being a location for the introduction of refugees into Canada (CIC, OASIS, pers. comm. 2001). This observation is supported in the data, which reveal that Thunder Bay has the greatest number of immigrants (17,565) and the highest proportion of immigrants as part of the total population (11.1%).

Table 4.5 Total Population and Population of Immigrants in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996.

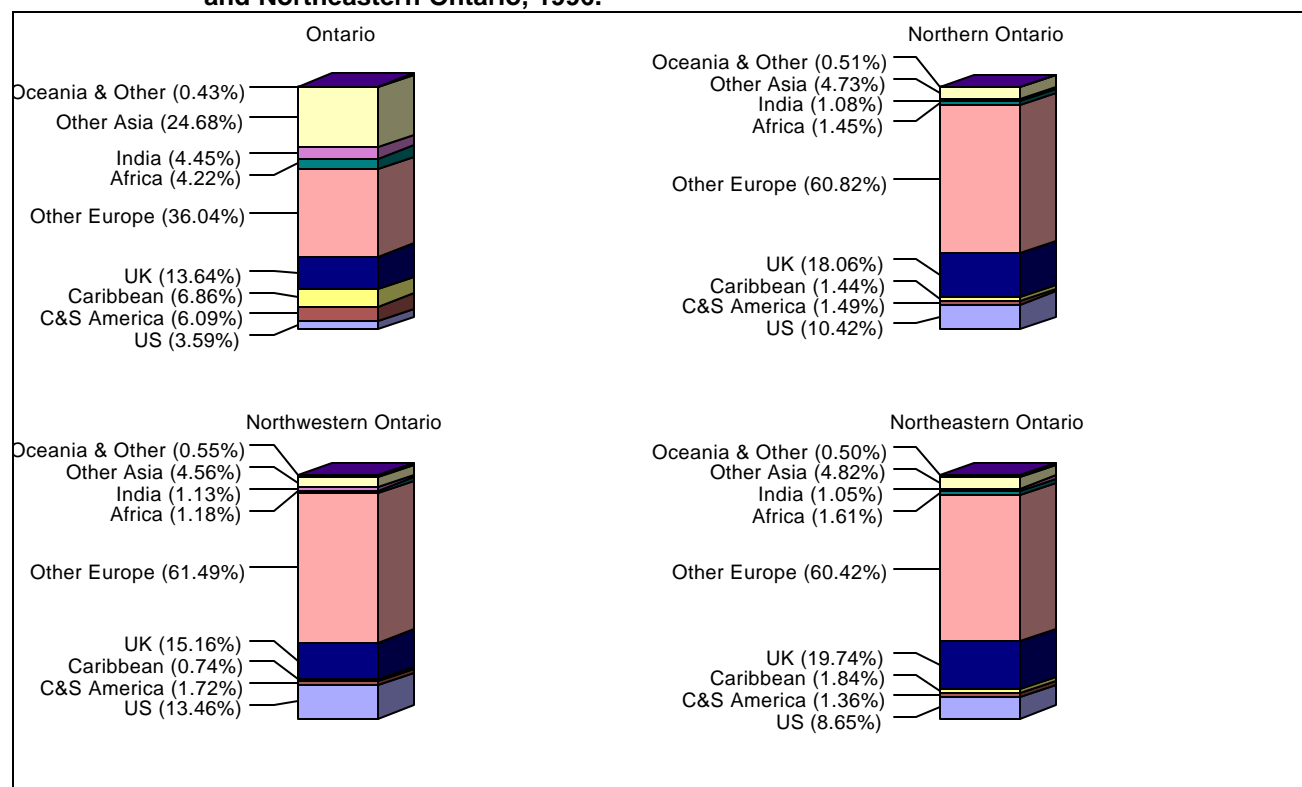
	Total Population	Immigrants in Population	
		<i>Number</i>	% of population
Ontario	10,753,573	2,724,490	25.3%
Northern Ontario	826,275	62,325	7.5%
<i>Northwestern Ontario</i>	<i>244,117</i>	<i>22,910</i>	<i>9.4%</i>
Kenora District	63,335	3,495	5.5%
Rainy River District	23,163	1,850	8.0%
Thunder Bay District	157,619	17,565	11.1%
<i>Northeastern Ontario</i>	<i>582,158</i>	<i>39,415</i>	<i>6.8%</i>
Algoma District	125,455	13,160	10.5%
Cochrane District	93,240	3,555	3.8%
Manitoulin District	11,413	600	5.3%
Nipissing District	84,832	4,220	5.0%
Pary Sound District	39,905	2,920	7.3%
Sudbury District	25,457	910	3.6%
Sudbury R.M.	164,049	12,150	7.4%
Timiskaming District	37,807	1,900	5.0%

Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

4.3.2 Place of Birth

Immigrants come into Ontario from a wide variety of backgrounds. As shown in Figure 4.4 and Table 4.6, the greatest percentage of immigrants comes from non-UK European countries (36.0%). European immigrants make up a larger proportion of immigrants in Northern Ontario, where 60.8% of all immigrants hail from non-UK European countries. This population is distributed evenly throughout the northwest (61.4%) and the northeast (60.4%). Immigrants from the United Kingdom make up the second-largest group of immigrants in Northern Ontario (18.0%; 15.2% in Northwestern Ontario and 19.7% in Northeastern Ontario). UK-born immigrants are the third largest immigrant group in Ontario, making up 13.6% of the province's immigrant population. Immigrants from Asia and the Middle East (excluding India) make up the second largest group throughout the province (24.7%); this group ranks fourth among Northern Ontario immigrants (4.7%; 4.6% in the northwest and 4.8% in the northeast) behind the United States (10.4%; 8.7% in the northwest and 13.4% in the northeast).

Figure 4.4 Place of Birth for Immigrants in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996.



Source: Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

Table 4.6 Place of Birth for Immigrants in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996.

	US	Central & S. America	Caribbean	UK	Other Europe ¹	Africa	India	Other Asia & M. East ²	Oceania & Other ³
Ontario	97,745	165,895	186,850	371,510	981,780	115,075	121,365	672,440	11,815
Northern Ontario	6,490	930	895	11,250	37,885	905	675	2,945	320
Northwestern Ontario	3,085	395	170	3,475	14,090	270	260	1,045	125
Kenora District	945	60	15	545	1,745	25	15	110	35
Rainy River District	865	50	0	255	565	35	20	50	15
Thunder Bay District	1,275	285	155	2,675	11,780	210	225	885	75
Northeastern Ontario	3,405	535	725	7,775	23,795	635	415	1,900	195
Algoma District	1,505	105	130	2,355	8,405	65	65	455	65
Cochrane District	215	50	50	750	2,030	135	45	260	10
Manitoulin District	120	0	0	230	230	15	0	0	0
Nipissing District	490	45	120	1,180	1,995	85	30	250	20
Parry Sound District	270	25	15	980	1,475	10	20	100	20
Sudbury District	140	0	10	160	540	20	15	30	0
Sudbury R.M.	515	285	380	1,670	8,025	270	220	710	70
Timiskaming District	150	25	20	450	1,095	35	20	95	10

Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

¹ "Other Europe" includes Southern Europe, Eastern Europe, Northern and Western Europe, excluding the United Kingdom. Data are not directly comparable to previous censuses, where Europe included Cyprus and the USSR. In 1996, Cyprus and the former Soviet Republics of Armenia, Azerbaijan, Georgia, Kazakstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan are included in Asia.

² Excludes India. Data are not directly comparable to previous censuses. In 1996, "Other Asia and the Middle East" includes Cyprus and the former Soviet Republics of Armenia, Azerbaijan, Georgia, Kazakstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

³ "Other" includes Greenland, Saint Pierre and Miquelon, the category "Other" as well as immigrants born in Canada.

4.3.3 Country of Last Permanent Residence

Newcomers to Northern Ontario come from a variety of different countries; many have arrived from countries other than the ones where they were born. Table 4.7 shows the ten most common countries of last permanent residence for Newcomers arriving in Ontario between 1990 and 2000.

Table 4.7 Newcomers with Northern Ontario Destinations: Top 10 Countries of Last Permanent Residence (1990-2000).

Country	Number of Newcomers	Percent of Newcomers
United States	1,013	12.2%
Poland	744	9.0%
China (Mainland)	704	8.5%
Hong Kong	424	5.1%
Philippines	418	5.0%
England	346	4.2%
India	294	3.5%
Germany	236	2.8%
Vietnam	231	2.8%
El Salvador	153	1.8%
Other Countries	3,721	44.9%

Source: CIC/Statistics Canada, 2001.

Former residents of the United States comprise the greatest percentage of Newcomers in Northern Ontario, at about 12.2 percent of the total number of Newcomers over the eleven-year period. A large proportion of Newcomers have arrived from East Asia (China, Hong Kong, Philippines and Vietnam) as well as from India. When compared with the data presented in Figure 4.5 (Place of Birth for all Immigrants, regardless of when they arrived), it shows that a greater proportion of recent Newcomers in Northern Ontario are arriving from Asian nations, and the proportion of Newcomers from Europe has decreased.

4.3.4 Length of Time in Canada

Table 4.8 shows the length of time in Canada for immigrants in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario for selected time periods. As shown in the table, the number of immigrants coming to Ontario has risen with each ten-year period. However, the number of immigrants settling in Northern Ontario has declined. More and more new immigrants are settling in areas outside of Northern Ontario, likely to the larger metropolitan areas of southern Ontario.

Table 4.8 Length of Time in Canada for Immigrants in Ontario, Northern Ontario, Northwestern Ontario and Northeastern Ontario, 1996.

	Period of Immigration to Canada				
	Before 1961	1961-1970	1971-1980	1981-1990	1991-1996
Ontario	588,800	450,425	522,950	599,330	562,985
Northern Ontario	32,060	12,465	8,155	6,275	3,340
<i>Northwestern Ontario</i>	<i>11,265</i>	<i>4,140</i>	<i>3,655</i>	<i>2,520</i>	<i>1,330</i>
Kenora District	1,485	710	630	475	195
Rainy River District	775	290	420	280	80
Thunder Bay District	9,005	3,140	2,605	1,765	1,055
<i>Northeastern Ontario</i>	<i>20,795</i>	<i>8,325</i>	<i>4,500</i>	<i>3,755</i>	<i>2,010</i>
Algoma District	7,140	3,045	1,495	1,035	440
Cochrane District	2,015	480	335	420	300
Manitoulin District	260	90	100	85	60
Nipissing District	1,975	850	505	635	250
Pary Sound District	1,700	505	275	340	95
Sudbury District	455	170	165	55	65
Sudbury R.M.	6,110	2,800	1,415	1,080	745
Timiskaming District	1,140	385	210	105	55

Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

4.3.5 Immigration Classes

Table 4.9 shows the number of Newcomers arriving in Northern Ontario from 1990 to 2000 by Immigration Class.

Table 4.9 Newcomers with Northern Ontario Destinations: Immigration Classes (1990-2000).

Immigration Class	Number of Newcomers	Percent of Newcomers
Family Class	3,597	43.4%
Convention Refugee	533	6.4%
Source Country	6	0.1%
Asylum Country	5	0.1%
CR8 Dependents ¹	12	0.1%
Designated Classes	747	9.0%
PDRCC Class ²	6	0.1%
Deferred Removals ³	17	0.2%
Entrepreneur	262	3.2%
Investor	15	0.2%
Self-employed	146	1.8%
Provincial Nominee	0	0.0%
Assisted Relatives	1,065	12.9%
Live-in Caregiver	57	0.7%
Retired	44	0.5%
Other Independent	1,772	21.4%
Total	8,284	100.0%

Source: CIC/Statistics Canada, 2001.

¹ Refugees recognized by the Immigration Refugee Board.

² Post Determination Refugee Claimant in Canada.

³ Failed Refugee claimants under removal order for at least 3 years who wish to apply for Permanent Residence in Canada.

4.3.6 Age, Gender and Marital Status

Young adults between the ages of 20 and 39 made up the greatest percentage of Newcomers to Northern Ontario (50.4%; Table 4.10) between 1990 and 2000. The age group includes 50.1 percent of all males and 50.7 percent of females. Overall, 14.8% more females arrived in Ontario than males over this time period, accounting for 53.4% of all Newcomers to Northern Ontario.

Table 4.10 Newcomers with Northern Ontario Destinations: Age and Gender (1990-2000).

Age Group	Males			Females		
	Number	% of Males	% of Total	Number	% of Females	% of Total
0 - 4	230	6.0%	2.8%	293	6.6%	3.5%
5 - 9	305	7.9%	3.7%	261	5.9%	3.2%
10 - 14	294	7.6%	3.5%	282	6.4%	3.4%
15 - 19	243	6.3%	2.9%	249	5.6%	3.0%
20 - 24	351	9.1%	4.2%	470	10.6%	5.7%
25 - 29	609	15.8%	7.4%	707	16.0%	8.5%
30 - 34	526	13.6%	6.4%	621	14.0%	7.5%
35 - 39	449	11.6%	5.4%	445	10.1%	5.4%
40 - 44	284	7.4%	3.4%	290	6.6%	3.5%
45 - 49	166	4.3%	2.0%	179	4.0%	2.2%
50 - 54	94	2.4%	1.1%	134	3.0%	1.6%
55 - 59	77	2.0%	0.9%	134	3.0%	1.6%
60 - 64	69	1.8%	0.8%	121	2.7%	1.5%
65 - 69	68	1.8%	0.8%	82	1.9%	1.0%
70 & over	92	2.4%	1.1%	159	3.6%	1.9%
Total	3,857	100.0%	46.6%	4,427	100.0%	53.4%

Source: CIC/Statistics Canada, 2001.

A further 26.0% (n = 2,157) of Newcomers to Northern Ontario are under the age of 20, and are likely children accompanying one or more parents. Assuming this is true, children would account for about 60 percent of the Single Newcomers identified in Table 4.11, and implies that most Newcomers to Northern Ontario arrive as part of a family. Table 4.11 shows the marital status of Newcomers to Northern Ontario for the period 1990 to 2000.

Table 4.11 Newcomers with Northern Ontario Destinations; Marital Status (1990-2000).

Marital Status	Number of Newcomers	Percent of Newcomers
Single	3,597	43.4%
Married	4,253	51.3%
Widowed	249	3.0%
Divorced	138	1.7%
Separated	41	0.5%
Not Stated	6	0.1%
Total	8,284	100.0%

Source: CIC/Statistics Canada, 2001

4.3.7 Educational Qualifications

Table 4.12 shows the number and percentage of Newcomers to Northern Ontario according to Education Qualifications. It also compares the educational qualifications of the Newcomer population to the population of Northern Ontario as a whole.

Table 4.12 Newcomers with Northern Ontario Destinations; Educational Qualifications (1990-2000).

Educational Qualification	Number of Newcomers	Percent of Newcomers
None	919	11.1%
Secondary School or Less	3,874	46.8%
Trade or Technical School	913	11.0%
Other Non-university	585	7.1%
Some University	424	5.1%
Bachelor's Degree	1,081	13.0%
Master's Degree	288	3.5%
Doctorate Degree	110	1.3%
Some Post-graduate	89	1.1%
Not Stated	1	0.0%
Total	8,284	100.0%

Source: CIC/Statistics Canada, 2001.

4.3.8 Language

Tables 4.13 and 4.14 illustrate the language abilities of Newcomers to Northern Ontario for the period 1990 to 2000. As shown in Table 4.13, most Newcomers arrive in Northern Ontario with at least the ability to speak English. French-speaking and bilingual Newcomers are less frequent. However, almost 41 percent of Newcomers arriving in Northern Ontario over the period had no ability to speak either Official language.

Table 4.13 Newcomers with Northern Ontario Destinations; Ability to Speak an Official Language (1990-2000).

Official Language Ability	Number of Newcomers	Percent of Newcomers
English	4,507	54.4%
French	164	2.0%
Bilingual	238	2.9%
No Ability	3,375	40.7%
Total	8,284	100.0%

Source: CIC/Statistics Canada, 2001.

Table 4.14 shows the ten most common Native Tongues spoken by Newcomers to Northern Ontario for the period 1990 to 2000. While this category is not representative of an individual's ability to speak either French or English, it largely affirms the origins of Newcomers to Northern Ontario, as well as the languages that are most likely to be encountered among Newcomer groups.

Table 4.14 Newcomers with Northern Ontario Destinations; Top 10 Native Languages (1990 - 2000).

Native Language	Number of Newcomers	Percent of Newcomers
English	1,871	22.6%
Chinese ¹	1,263	15.2%
Polish	751	9.1%
Spanish	552	6.7%
Tagalog	379	4.6%
Arabic	290	3.5%
German	286	3.5%
Vietnamese	220	2.7%
Serbo-Croatian	192	2.3%
Russian	150	1.8%
Other Languages	2,330	28.1%

Source: CIC/Statistics Canada, 2001.

4.3.9 Intended Occupations

Newcomers to Northern Ontario arrive with a variety of skills that they intend to use in search of employment. The range of the more common intended occupations is wide, ranging from high-tech industries such as computer programming, systems analysts, chemical engineers and geo-technicians to more traditional positions such as labourers, clerical and foreign-food cooks. Many Newcomers in Northern Ontario are occupied at home, including homemakers and dependent children, retired people and students.

4.4 Target Communities

Table 4.16 shows the 99 communities in Northern Ontario that received newcomers during the 1990 to 2000 period. Distribution among the communities is uneven; three communities, namely Sault Ste. Marie, Sudbury and Thunder Bay, receive an average of 63.8% (477.7 of 748.2 annual average) of Northern Ontario Newcomers. Ten communities receive 20.7% (154.9 of 748.2 annual average). The remaining 15.5% (115.5 of 748.2 annual average) is distributed among the communities that receive 5 or fewer Newcomers per year. The *Mean* (average) number of annual newcomers per community in Northern Ontario is 7.58 when Sault Ste. Marie, Sudbury and Thunder Bay are included. The *Median* (the point where half of the communities lie above and the other half fall below) number is 1.27 Newcomers per community and the *Mode* (most common number) is 0.82. All statistics are shown at a 95% level of confidence.

¹ Includes Cantonese, Mandarin and other Chinese dialects.

For the purposes of this study, the criteria for inclusion as a target community require that communities be “isolated rural areas and small towns within Northeastern and Northwestern Ontario, that receive less than 50 newcomers a year”. As such Sault Ste. Marie, Sudbury and Thunder Bay cannot be included as potential Target Communities. Once they are removed, the Mean number of annual newcomers per community falls to 2.82. Median and Mode statistics, however, remain the same (1.27 and 0.82, respectively).

After reviewing Statistics Canada data, it was decided through consultation with CIC, OASIS that Timmins, Dryden and Kenora would serve as the target communities.

Part way through the research process, the project was amended to include the town of Cornwall in Eastern Ontario at the request of CIC, OASIS. A brief population and ethnic profile of the City of Cornwall is provided in Appendix A.

Sault Ste. Marie was also included as a target community for interviewing settlement service providers and newcomers. The Consultant felt the additional information would contribute to a fuller understanding of how settlement services are delivered by service agencies and accessed by newcomers in Northern Ontario.

The next section of the report presents the results of the interviews and focus groups conducted in the five target communities.

Table 4.16 Average Newcomers per Year in Northern Ontario Communities, 1990-2000.

Category 1: Communities with an average of 50 or more newcomers per year (n = 3)			
Sault Ste. Marie (71.8)	Sudbury (147.0)	Thunder Bay (258.9)	
Category 2: Communities with an average of more than 5 and less than 50 newcomers per year (n = 10)			
Dryden (11.1)	Elliot Lake (9.2)	Fort Frances (13.0)	Geraldton (7.2)
Kenora (15.1)	Kirkland Lake (6.4)	North Bay (43.6)	Parry Sound (7.8)
Sioux Lookout (7.7)	Timmins (33.8)		
Category 3: Communities with an average of 5 or less newcomers per year (n = 86)			
Armstrong (0.7)	Arnstein (0.1)	Atikokan (2.1)	Balmerton (0.9)
Blind River (3.4)	Bonfield (0.5)	Bruce Mines (3.1)	Burks Falls (3.1)
Cache Bay (0.5)	Callandar (1.3)	Capreol (1.4)	Chapleau (1.3)
Chelmsford (1.6)	Cobalt (1.0)	Cochrane (2.5)	Coniston (0.4)
Connaught (0.6)	Copper Cliff (0.3)	Devlin (0.8)	Eagle River (1.4)
Ear Falls (2.5)	Echo Bay (0.9)	Emo (2.7)	Englehart (1.5)
Espanola (0.8)	Garson (2.1)	Gore Bay (1.2)	Goulais (0.6)
Haileybury (3.2)	Hearst (0.8)	Hilton Beach (0.8)	Hornepayne (0.3)
Ignace (2.9)	Iron Bridge (1.2)	Iroquois Falls (1.3)	Kagawong (0.2)
Kakabeka Falls (1.7)	Kapuskasing (3.0)	Kearney (0.1)	Keewatin (1.0)
Latchford (0.3)	Levack (0.6)	Little Current (0.8)	Lively (0.6)
Loring (0.2)	Magnetawan (0.9)	Manitouwadge (3.5)	Marathon (2.5)
Massey (0.6)	Mattawa (0.5)	Missanabie (0.8)	Moonbeam (0.5)
Moosonee (0.6)	Nakina (0.3)	Nestor Falls (2.2)	New Liskeard (2.8)
Nipigon (1.3)	Pointe Au Baril (0.3)	Porcupine (1.9)	Powassan (1.6)
Rainy River (3.3)	Red Lake (4.4)	Red Rock (0.3)	Rosport (0.1)
Schreiber (0.8)	Schumacher (1.7)	Sioux Narrows (1.4)	Sleeman (0.8)
South Porcupine (2.7)	South River (0.8)	Spring Bay (0.1)	St. Charles (0.5)
Stratton (1.7)	Sturgeon Falls (2.4)	Sundridge (1.5)	Terrace Bay (1.4)
Thessalon (4.5)	Thornloe (0.4)	Trout Creek (0.9)	Val Caron (1.5)
Vermillion Bay (1.5)	Virginiatown (0.1)	Warren (0.8)	Wawa (2.5)
Webbwood (0.4)	Whitefish (0.7)		

Source: CIC/Statistics Canada, 2001.

5.0 Summary of Interview and Focus Group Results

This section of the report presents summary findings from the focus groups and interviews that were conducted with service providers and newcomers in Timmins, Dryden, Kenora, Sault Ste. Marie and Cornwall. A more detailed profile of the participating service providers and newcomers from each community is presented in the Appendices section of the report.

5.1 Timmins and Area

5.1.1 Service Providers

The Timmins Learning Centre (TLC) is the primary centre in Timmins for settlement related services. The centre provides support to adults needing help with reading, writing, math, and basic computer skills. Many of the adults who take advantage of these programs are recent immigrants. Previously, the TLC offered English language training to the public at large. However, no funding is currently available for this program and it is only offered on a fee-for-service basis. The Director of TLC has an ESL background and TLC is offering English language training on a fee-for-service basis to Falconbridge employees. A TLC volunteer offers one-on-one English language training on an occasional basis. The TLC is partially funded by the Ontario Ministry of Education and Training.

The Director of the TLC indicated that the current demand for English language training comes from French Canadians and recent immigrants.

A Continuing Education Service of Timmins High School, program in Adult and Continuing Education (PACE) also provides services to immigrants in this community. This is not unlike many remote and rural communities where the school acts as a community leader in service provision. Immigrants and others participating in this program are generally doing so for high school credit. The program is supported by the Ontario Ministry of Education and Training and the local school board. The PACE program also provides not for credit life skills and literacy programs.

PACE is not available to new immigrants who do not speak English.

A third source of education and literacy programs is **Northern College Program of Career Preparatory Studies**. Supported by the Ontario Ministry of Education and Training, the program is aimed at literacy and academic upgrading at the high school level. A variety of program formats are offered including individual tutoring and large classroom instruction.

A variety of other agencies provide services that newcomers use. These services, however, are generally not targeted at newcomers. The **Timmins Volunteer Centre** provides services to newcomers on an occasional basis. This includes translation services for court cases (one recent example) and assistance in completing income tax

forms. The **Timmins and Area Women in Crisis Centre** provides services to the community. Where appropriate these services are provided to recent immigrants. The Centre has material available in a variety of languages. Translation services are available for this Centre by phone from Toronto. The **Porcupine Health Unit** provides services to immigrants including clinics for pregnant mothers, and education for clients on attributes of a healthy lifestyle. The **Timmins Public Library** provides a variety of services including computers that can be used support job searches. However, knowledge of English or French is necessary for most of these computer services. The library is an approachable first stop for many immigrants. **Human Resources Development Canada**, **Ontario Works** and **Job Connect** all provide services related to job searches which immigrants use. Timmins, like many communities in Ontario, has a variety of cultural organizations. Members of these organizations sometimes offer assistance with translation and/or language learning.

Additional details on each of the participating agencies is provided in Appendix D.

5.1.1.1 Alternative Methods of Service Delivery – Timmins Service Providers

Service provider organizations in Timmins do not appear to be making extensive use of alternative service delivery methods such as Internet based resources and distance education resources.

Settlement.org

None of the respondents have accessed the settlement.org web site nor are they aware of the types of information available through this web site.

VolNet

The Timmins Volunteer Centre has access to VolNet. The Timmins Learning Centre and several other organizations are aware of VolNet but they are unfamiliar with the specific services offered by the program.

AlphaRoute

None of the respondents have AlphaRoute. One respondent noted that it would be difficult to deliver AlphaRoute given the limited computer resources available for public access in Timmins. The representative with the Timmins Learning Centre added that their organization does not have the programming or the staff budget to oversee the delivery of this service.

Contact North

A Distance Education and Training Access Centre is located in South Porcupine/Timmins. It is housed at Northern College. Members of the Timmins focus group were aware of, but do not utilize, this service in their programming.

Other Service Delivery Alternatives and Opportunities

As indicated in the findings above, Timmins does not have an organization or resource centre that is principally responsible for providing settlement services to newcomers.

However, the community does have a number of resource organizations that offer a variety of settlement related services. While some of these organizations communicate regularly with one another and have developed formal referral protocols (literacy programs), others do not appear to be as well connected in the community. The Timmins Volunteer Centre for example was not recognized by any of the other service providers as an organization that offers specialized assistance for newcomers to Timmins.

Given the number of organizations in Timmins that are involved in assisting newcomers, the delivery of services could be improved by designating one organization as a first stop newcomer service centre where an initial assessment of the newcomers needs could be conducted and referrals provided. The Timmins Learning Centre could be considered as a candidate for this role as it has retained its reputation in the community as the place to refer newcomers for English language instruction even though it no longer offers a formal ESL service. Another candidate is the Timmins Public Library, which has expressed an interest in taking on a greater role in servicing the needs of newcomers particularly as they relate to acquiring language skills and orientation to the city.

The inclusion of the newcomer service centre in the proposed Smart Community Information Centre would facilitate awareness between organizations of the services available to newcomers and allow for a sharing of resources. Indeed, the funding for a newcomer service provider position could be derived from the various stakeholders in the Information Centre with each stakeholder contributing toward the wages of a part-time or full-time newcomer service provider position. The provincial and federal government departments responsible for immigration and citizenship could also be approached to contribute to the creation and maintenance of the position.

There may also be opportunities for the Timmins Learning Centre to establish a more formal English training program through its linkages with local corporations. Recently, a large local corporation paid for a program for several of its employees. The Centre should explore further opportunities in the business community for sponsoring an English language program that would be accessible to all newcomers in the community.

5.1.2 Interviews with Immigrants - Timmins

The following section highlights important points from the individual interviews with eleven newcomers in Timmins (7 women and 4 men). Immigrants from India, Poland, Australia, Ukraine, and Philippines were interviewed in Timmins. The ages of the immigrants range from 17 to 53 years. Ten of the immigrants arrived in Canada between 1996 and 2000. One immigrant came to Canada in 1989. Additional background details on the Timmins respondents are provided in Appendix C.

Many of the standard services used by immigrants are accessed on an “as needed” basis or were not available in the community. In addition, in many cases, immigrants reported they were able to access the services without assistance. As a result when we

asked immigrants about the services listed in the questionnaire (Appendix B), many reported that they had not used them or did not require assistance to access them. Services that fit into this category include family benefits, unemployment benefits, workers' compensation, Canada Pension, food, clothing, social assistance, legal advice, family counselling, women's shelter, Internet, shopping, recreation facilities, religious services, distance education, interpretation services, escort services, multicultural education, and citizenship classes. What emerges from this analysis is a picture of each immigrant accessing the services that they need or are able to find, without one central point of contact in the community. No standard template applies to the way immigrants use these services.

Information on social and health services and housing was found through a variety of sources including fellow parishioners, spouses, friends, other family members and employers. Housing was found from similar sources including the Internet. The Timmins Learning Centre played an important role in areas like information on education for the children. The media, as well as friends, family and employers provided information on health care in general. Educational institutions provided information that immigrants were able to access directly or through their regular social network. This included some assistance in resume writing and job searches. Members of the respective ethnic communities often provided assistance. In some cases newcomers established links with cultural organizations in Toronto.

Driver test centres facilitated drivers' examinations by making it possible to do the exam in the language of choice and being generally helpful. In some cases employers assisted newcomers in getting to examinations and other necessary government offices. Several immigrants reported they found the HRDC office of little help in the employment search because of the need to rely on computers. Immigrants reported that language issues were a significant barrier to the search for employment. The Job Connect program was useful in helping find employment. Several immigrants came to Timmins because they had a job pre-arranged. Friends, family and employers provided assistance. Banking services were found with the assistance of friends and the initiative of the immigrant.

Immigrants reported that they moved forward with applications for citizenship in a variety of ways. The phone worked for some people. Some used the Internet to acquire information. Many used friends and relatives already in Canada.

Some non English-speaking immigrants took English language training in other communities before moving to Timmins. Others were assisted by volunteers at the Timmins Learning Centre.

5.1.2.1 Alternative Methods of Service Delivery - Newcomers

Based on the findings it appears that newcomers are largely relying on friends and family members for accessing settlement services in Timmins. While most of the newcomers interviewed in Timmins are familiar with using computers, few appear to

have used the Internet to access information or services. Some of the respondents have found accessing information through computers to be very frustrating while others have achieved some degree of success in accessing information. Newcomers with limited English language and computer skills appear to be receiving insufficient support from front line service providers in using specific computer services such as HRDC job bank.

One respondent indicated an interest in taking English language courses through distance education and using video tapes and suggested that these types of services need to be better promoted in the community. Another respondent accessed English language cassettes from the Internet but was unable to comment on their effectiveness as he used them infrequently.

Several of the respondents have attended the Multicultural festival in Timmins. This could serve as a potential venue for disseminating information on services available for newcomers in the community. It could also provide local service providers with an opportunity to collect feedback from newcomers on how services and service delivery could be improved.

5.1.3 Summary, Timmins and Area

In general, immigrants reported that English language instruction (for those who needed it) was the most difficult service to access. Other areas of difficulty included obtaining valid identification and obtaining a family doctor. Nearly half of those interviewed in Timmins reported no significant difficulties. When asked about the difficulties of living in Northern Ontario immigrants referred to loneliness (leaving family), the difficulties of the job search, language difficulties, culture shock, and "the cold." When asked about the needed improvements, similar issues were mentioned: English language training, communication with newcomers, and obtaining necessary papers.

Immigrants were asked to identify the most helpful person in their settlement process. Responses included: a local parish member, the Timmins Learning Centre, an employer, a variety of family members who also acted as sponsors, and in one case, the immigrant helped himself. When asked to specify an organization that was helpful, most could not name an organization. As a group, employers got positive comments. One individual mentioned the assistance received from the Government of Canada prior to coming to Canada. Finally, in the area of summary comments, immigrants were asked to indicate what they would change to assist their arrival. They were also asked to indicate any general comments or advice they had. English language training in Timmins was the most frequently mentioned. Secondly, several people suggested weekly orientation sessions for newcomers. Finally, additional help with job skills was referred to. Other general comments related to the need for advice on legal aspects of employment and possible financial assistance while taking classes.

5.2 Dryden, Kenora and Area

5.2.1 Service Providers

The Dryden Literacy Association (DLA) is currently the focus for services to immigrants in Dryden, Ontario. The centre provides the following services: information and referral, literacy assessment, individualized learning plans, small group instruction, one-to-one tutoring and newcomer services. Many of the adults who take advantage of these programs are recent immigrants. Previously, the DLA offered ESL training and citizenship training to newcomers. The DLA is partially funded by the Provincial Ministry of Training, Colleges and Universities (Literacy and basic Skills), Provincial Ministry of Citizenship, Culture and Recreation (Newcomer Settlement Program), National Literacy Secretariat, Weyerhaeuser Canada and Krupper's Bakery and Delicatessen.

In implementing the program, the Centre receives referrals from Ontario Works, counselling agencies, the local School Board, Job Connect, local employers, social service agencies and others.

The DLA has a formal process for handling new immigrants, this includes intake, initial assessment, assessment of employment skills, computer training and the development of an individual work plan. The DLA provides job counselling for newcomers. Job search strategies are developed with the assistance of DLA staff. The DLA has a resource library and computers to help newcomers with their integration and job searches. DLA has included newcomers in their Adult Centered Training wherever possible. Classes at DLA are currently full. The nearest ESL program is in Thunder Bay, 368 km away.

The DLA has a strong volunteer contingent. Volunteers make it possible for the DLA to offer one-on-one training at flexible times. The DLA is well known in the community and newcomers are directed to the DLA by community residents. The DLA serves the region including Kenora, Dryden, Dinorwic, Hudson and Sioux Lookout.

The **Community Learning Centre** acts as the point of contact for immigrants in Kenora.

A variety of other organizations provide services to immigrants, although they are not specifically set up for this purpose. The **Hoshizaki House Dryden Crisis Shelter** is in the community to help women and their children in crisis. They have a 1-800 crisis line, a ten-bed temporary emergency shelter and provide the following services: emergency housing for women in crisis, counselling, transportation, meals, support for children of residents, support groups and day-client counselling. None of these services are specifically targeted at immigrants.

The **Kenora District Housing Corporation** provides low cost housing for families in need. Official policy gives priority to immigrants in their first year. However, immigrants have not recently made use of this facility. The facility covers Kenora, Dryden, Dinorwic, Hudson and Sioux Lookout. **Church Groups** have been involved in immigrant issues

for many years. They provide life skills and integration support to newcomers. In the past they have sponsored refugees. **Welcome Wagon** provides free goods and an introduction to the city. The service is mainly designed for people who move to Dryden from elsewhere in Canada and have good English skills.

A number of volunteer translators are available in the community.

Up until recently the Dryden Multicultural Association had an annual multicultural festival. The organization and the festival were closed in 1999. Services like settlement.org, Volnet, HOST, LINC, Alpharoute, and Contact North are rarely used by immigrants in this community. Northern Development and Mines, Ontario Works and HRDC have offices in the community that get some use by immigrants.

Additional details on each of the participating agencies is provided in Appendix F and H.

5.2.1.1 Alternative Methods of Service Delivery – Dryden Service Providers

Service provider organizations in Dryden do not appear to be making extensive use of alternative service delivery methods such as Internet based resources and distance education resources. The DLA indicated a preference in using direct communication with Citizenship and Immigration by telephone.

Settlement.org

Only staff at DLA had heard of this service among focus group participants in Dryden. Staff at the DLA report that they have not actually used the settlement.org website. Questions relating to settlement or immigration are placed directly through a phone call to the Citizenship and Immigration office in Fort Francis. Contact between these two organizations is maintained on a regular basis.

VolNet

Only staff at DLA had heard of the VolNet service in the focus group. The Director of the DLA reported that she had received training for VolNet but the computers were not working on the day she received training. Two people are currently using VolNet at the DLA. One staff member is sponsored by Industry Canada to assist volunteers to become computer literate. VolNet at this point is being used to instruct volunteers on how to use the computer and tools such as email and the Internet. There is no specific training related to accessing settlement services or settlement related information through the Internet.

As part of its VolNet training program Industry Canada should consider offering a program that features settlement related services and information available through the Internet. CIC, OASIS could play a role in working with Industry Canada to develop such a training program.

According to DLA staff computers can be accessed by the public through the Community Access Program (CAP) at the Dryden Library.

AlphaRoute

Six to eight delivery sites were selected by the Ministry of Training, Colleges and Universities for a pilot program called AlphaRoute. Contact North is a partner for the project as well. AlphaRoute involves Internet based learning activities. The staff at DLA stated that this program is “potentially awesome” where a person living in a rural area can go on line, be assessed and provided literacy training. There is an auditory component to this program which assists with learning. The entire site is completely multimedia

There are currently three students at level one that are enjoying the learning process. The program involves a more independent learning situation. The staff at DLA stated that the program is actually meant to be completed at the home of the learner, but, for now, most of the work is being done at the DLA site. In addition, AlphaRoute students in Dryden have and continue to face a number of technical difficulties. For example, the entire site crashed last month. Once these problems are dealt with and students feel more comfortable working independently, mentors will be used to answer questions via email, phone or fax.

Funding for this pilot project ended April 30th, 2001. There has been no word regarding additional funding or pilot sites. Frustration over the length of time it took to set up the program and the problems regarding technical difficulties are apparent in Dryden. Staff at DLA feel that there was not enough time to work with the project and develop meaningful recommendations.

Learners who were also employed had difficulty with the time constraints of the program. There were also learners who could not continue the program at home because they did not own a computer. The library has the program but the hours of the library were not always conducive to the student's available hours.

Essentially, this type of computer assisted training depends on access. The DLA is open during the evenings, but there is actually no funding for staff after 5 pm. This service depends on the goodness of volunteers and the hours they are able to commit. While this arrangement is presently working to some extent, it is not an organized and visible service. According to DLA staff “it is rather hit and miss”.

Contact North

It is a prerequisite to be able to read and write English in order to use Contact North. The program provides equipment, television monitors, telewriters, videoconferencing, and other equipment necessary for networking. People can take independent and online studies through Contact North. One focus group participant in Dryden did all of her higher education through Contact North. She reported that an assistant is needed to help most students using Contact North. Unfortunately staff time is not part of the funding formula, so the equipment is, as a result, under-utilized in Dryden.

Other Service Delivery Alternatives and Opportunities

Although the majority of service activities at DLA appear to be related to literacy training, the Association has established itself as the settlement service centre in Dryden. As noted above, the DLA offers settlement services as well as adult literacy, and are therefore able to offer employment training to newcomers once their language skills are such that they are employable. The literacy program includes employment preparation modules. Newcomers lacking language skills are clearly missing the benefits associated with the employment training and preparation modules. The Dryden Literacy Association currently offers a language training course on demand on a fee for service basis. This course has been used by the local business community for training employees. Opportunities for partnering with the local business community and government partners such as Citizenship and Immigration Canada should be explored to see if the costs of maintaining an English language program could be shared.

The DLA has been proactive in attracting funding through corporate sponsors and one of these sponsors is currently constructing a Learning Centre in Dryden. The Learning Centre when complete will provide literacy and numeracy assessments for employees as well as training. As the Learning Centre takes shape the Association should seek opportunities to share the facilities and use the resources that are available for addressing the needs of newcomers. Consideration should also be given to partnering with the business community and developing an English language program for newcomers. The position could be full-time with duties being split between literacy training and English language training. The cost of hiring a trained literacy/ESL instructor could be shared among local businesses, government agencies and community organizations.

The DLA is excited about the prospects of delivering literacy training to remote communities through the AlphaRoute system. Acknowledging that the system might have applications for the delivery of an English language program, DLA staff are unsure if the delivery of settlement services through the Internet would be effective. A number of factors could undermine the effectiveness of any Internet based service program including the limited English language and computer skills of newcomers and limited public access sites to computers in remote areas. Where newcomers are dependent on public access sites, the number of computers may be insufficient to allow newcomers the time they need to participate in any program on a regular basis.

Although the Multicultural Festival is no longer active, the DLA should consider reviving the festival as a tool for disseminating information. The DLA should examine partnering with other community organizations and working with CIC, OASIS to develop a promotional package that could tour

5.2.1.2 Alternative Methods of Service Delivery – Kenora Service Providers

Service provider organizations in Kenora do not appear to be making use of alternative service delivery methods such as Internet based resources and distance education resources.

Settlement.org

Only the Multicultural Association has used the settlement.org website and only on a limited basis. The Association did not provide an assessment of its usefulness in serving newcomers,

VolNet

The Multicultural Association is connected to VolNet. At this point the service has not been used to directly assist newcomers. With the recent loss in funding and subsequent cuts to staff, the Association is revising its role to concentrate on referring settlement related inquiries to Dryden. The future use of the computers in serving the needs of newcomers has not been determined. The Association no longer has the staff to assist newcomers who lack the basic computer and language skills to access information over the Internet. The Association should consider exploring opportunities with the volunteer sector to fill this gap.

AlphaRoute

None of the respondents are familiar with AlphaRoute. Concerns were raised about implementing computer based services for newcomers over the Internet. While acknowledging that some newcomers have sufficient computer and language expertise to access services on their own or with minimal assistance, focus group respondents suggested that some newcomers require more personal and regular assistance in accessing information.

Contact North

Similar to concerns raised over Internet based services, respondents questioned whether distant education courses were suitable for all newcomers given their varying skills and experience levels. Respondents also felt that the community lacked sufficient local learning resources that would compliment any distance education program.

Other Service Delivery Alternatives and Opportunities

Relying on community organizations such as church groups to 'host' newcomers, does not appear to be an effective way of delivering services to newcomers. The Notre Dame Catholic Church has only sponsored one family to date and has no plans for sponsoring another family in the future. While the sponsorship program allowed for the newcomers to have one-on-one assistance from church members, it proved to be a frustrating experience as problems were encountered in accessing services related to English language training and finding meaningful employment. Church members were surprised to discover how few services were available for newcomers from other organizations in Kenora.

Staff with the Multicultural Association noted that although funding has been lost for the provision of settlement services in Kenora and a 1-800 number referral line is in place, newcomers continue to approach the Association seeking one-on-one personal assistance. The Association is continuing to provide this assistance to newcomers who request help in filling out forms.

With the loss of the voluntary English language program at Lake of the Woods Adult Learning Line there is no English language training available locally. Consideration should be given to making the resources that were once part of the program available to the Kenora library or the Multicultural Association where they would at least remain accessible to newcomers for reference purposes.

5.2.2 Interviews with Immigrants – Dryden and Kenora

The following section highlights important points from the individual interviews with five newcomers in Dryden (4 women and 1 man) and seven newcomers in Kenora (4 women and 2 men). Immigrants from Switzerland, Ecuador and Russia were interviewed in Dryden. The ages of the respondents in Dryden range from 26 to 45 years. All five of the respondents in Dryden arrived in Canada between 1996 and 2000. Additional background details on the Dryden respondents are provided in Appendix E.

Immigrants from Burma, Germany, Bosnia and China were interviewed in Kenora. The ages of the respondents in Dryden range from 20 to 53 years. All seven of the respondents in Kenora arrived in Canada between 1996 and 2000. Additional background details on the Kenora respondents are provided in Appendix G.

General introduction to the community took place in a number of ways. Family and friends did the introduction, the sponsor provided assistance or they got to know the community on their own. Contacts with Citizenship and Immigration Canada generally took place at port of arrival, through their local sponsor. Some contacts were made via the telephone. The most frequent source of information about government and other services was friends and relatives. With respect to income or social assistance support, family benefits payments, family benefit payments, unemployment benefits, workers' compensation, Canada Pension, legal advice, family counselling, women's shelter, hospital, banking, shopping, recreational; services and religious services, newcomers reported a variety of sources of information. Some did not have to use the agencies. Most used friends, relatives or a sponsor. One family reported that their church sponsor provided support via a donation from parishioners. In another case, social assistance payments were being received and assistance in completing the forms was provided by the sponsor. Food was provided when necessary by the sponsor or family members already living in the community. A similar pattern applied to housing.

Family doctors are often difficult for newcomers to locate, given the general shortage in Ontario today. Immigrants reported that they found a doctor through relatives, and close family. In some cases, immigrants are still lacking a doctor. In several cases the local Community Learning Centre assisted in the search for health services. Immigrants had little or no familiarity with HOST, LINC, the Internet and ISAP. Programs.

Employment assistance came from a variety of sources, similar to those in the social services area. Relatives provided employment in a family business and the Lake of the

Woods Employment Action Project (LEAP) helped. The Community Learning Centre in Kenora (CLC) provided assistance in resume writing.

Education is an important issue for immigrants. Those interviewed reported that they received access to educational organizations through family and friends, sponsors. One individual reported that they could not attend high school because they were too old (21). The pattern for assistance in obtaining a telephone followed that for education.

The ability to drive is often important in the search for employment search. In the case of drivers permits, respondents reported that they held an international license, had yet to get a license, or got help from a friend or sponsor. If they had to get around the community, immigrants reported that they got assistance from friends, relatives and sponsors.

With respect to the use of computers, several individuals reported they received assistance from the Community Learning Centre. Others learned through educational institutions.

Interpreters and translation services, if not provided by friends, relatives and sponsors, were not easily available in the community and people often went to larger centres to get assistance. The Community Learning Centre in Kenora (CLC) and the DLA provide some language training. In the past, classes at CLC have been cancelled because of lack of funds and lack of enrolment. Some people interviewed studied language in another community in Ontario before moving to this region.

5.2.2.1 Alternative Methods of Service Delivery – Dryden Newcomers

Based on the findings it appears that newcomers are largely relying on friends and family members for accessing settlement services in Dryden. In some instances where newcomers have attempted to access services on their own initiative they have encountered unreceptive or unhelpful service providers. This suggests that part of the problem in attempting to address the service needs of newcomers is associated with the lack of training and/or experience that some service providers have in dealing with newcomers. As such, offering cultural sensitivity training for front line service providers could be beneficial in enhancing the delivery of existing services in the community. The Dryden Literacy Association has presented cultural sensitivity workshops in the past and should consider offering this service again.

Acquiring English language skills appears to be a major hurdle for newcomers attempting to integrate into mainstream society. Government funded ESL training is no longer available in Dryden. The Dryden Literacy Association attempts to accommodate some newcomers in their literacy courses but it appears that these classes are no substitute for a formal English language training program directed at newcomers.

The Dryden Literacy Association appears to be well known as the place where newcomers can access settlement services. The office of Northern Affairs appears to be

another important point of first contact for newcomers arriving in Northern Ontario, which emphasizes the importance of having a referral protocol established within the various service organizations to ensure that newcomers receive the proper referral. One respondent emphasized the need for providing information on accessing services in smaller communities at Canada's major airports.

The four respondents in this group have had limited experience in accessing Internet based information although one respondent has used the Internet to access course information at the University of Toronto. Another respondent used the computer to run a CD based English language instruction program but did not comment on the effectiveness of the tool.

5.2.2.2 Alternative Methods of Service Delivery – Kenora Newcomers

The four newcomers interviewed from Kenora have received considerable assistance from friends and extended family members in accessing settlement services. Where services have been accessed with the aid of computers, newcomers have reported a range of outcomes. Not surprisingly, it appears that newcomers with computer experience and English language skills encounter fewer problems in accessing computer based resources. Newcomers with limited English language and computer skills however, have found it difficult to use self-directed computer based resources such as job banks.

Although the Lake of the Woods Adult Learning Centre no longer offers English language training, newcomers identified the Centre as a helpful organization for accessing information on a variety of settlement related issues or obtaining referrals to other organizations.

One newcomer noted that there are no teaching materials available to volunteers in Kenora who wish to tutor newcomers in the English language. The newcomer suggested that teaching materials related to English language training should be placed in a local resource centre such as the Adult Learning Centre or the Kenora library.

5.2.3 Summary, Dryden, Kenora and Area

English language training appears to be the most difficult service to access. With respect to difficulties experienced in life in Northern Ontario, respondents indicated filling out forms, not knowing English, lack of a decent job, and being away from family. The most helpful person they encountered was most often a family member or friend, or sponsor. The majority indicated they were generally satisfied with the immigration services that they were able to obtain. There was considerable interest in initiating an ESL program.

5.3 Sault Ste. Marie and Area

5.3.1 Service Providers

The **Prince of Wales Adult Education Centre (PWAEC)** offers English language training. The course also includes orientation to Canadian culture. Classes are offered five days per week, six hours per day for forty weeks from September to June. A summer program is offered five hours per day for five weeks in July. Enrolment is ongoing and new students register at any time. There is no fee for Canadian citizens, landed immigrants or refugees.

Orientation to Canadian culture is an integral part of the program. Students work both individually and in small groups. Both the morning and afternoon classes use computers in the classroom.

PWAEC used to receive funding under the Newcomers Language Orientation and Culture (NLOC) program from the Ministry of Citizenship and Culture until 1996. The interviewee stated that the NLOC grant had very rigid rules and regulations. The representative from PWAEC stated that Sault Ste. Marie used to be a designated settlement area, but lost this status. As a result, the number of immigrants has decreased and typically only involves those that have relatives in town.

When grants for PWAEC and the College were discontinued, the **Algoma Public District Public Board** decided to run a general interest course.

The number of courses held depends on the number of students interested in attending at any given period of time. There are normally four terms, which match the regular school year plus a summer term.

When the **LINC** program was still running at Sault College, students would attend the program full time for three months. They would then find work and come to PWAEC, which offered classes at more flexible hours. They offered classes five days per week and four nights per week. Currently, there is only one class held at a time, and one night class per week.

PWAEC along with the Algoma Public District Public Board, decided to offer English language program as a fee-for-service course, combined with immigrants who do not pay for service. Currently, they are running the program with ten immigrants or people from Quebec, as well as eight other people from other countries that want to learn English. The College in Sault Ste. Marie sometimes refers their students to PWAEC for the English language program.

The school attempts to attract foreign students to their English language program. It arranges for families that will host the visitors. Advertising is done over the Internet. The students must have student visas and be able to prove that they can pay room and board while living in Sault Ste. Marie. No credits are offered, and the tuition is low

compared with other places in Canada. Because they offer studies on a fee-for-service basis to international students, they are able to accommodate immigrants in the class for free.

There are several challenges faced by PWAEC as a result of the lack of funding for settlement services. The most important is the feeling of isolation felt by the school, staff and volunteers. Since the cut in funding, there has been very little contact between the school and other institutions providing ESL and/or settlement services in Northern Ontario or other regions of the province. PWAEC has not been able to secure funds from other sources to attend conferences such as the Teachers of English as a Second Language (TESL) conference held in Toronto. According to the PWAEC interviewee, this has led to the English language program becoming slightly stale over the years. For example, the current materials used for the program are out of date. Staff miss the opportunity to speak with publishers and other teachers that attend the conference.

PWAEC used to have a Board of Directors; a requirement of the funding agency. The Board had members from most of the cultural groups within the city. The Board was dissolved when the grants stopped. Currently, the English language program exists under the good will of the public school board and with funds from the paying participants.

The representative from PWAEC stated that there are no translation services available at the school or elsewhere in Sault Ste. Marie. She stated that people needing translation have to seek assistance in Toronto or Montreal for assistance.

According to this informant, the Ontario Works office in Sault Ste. Marie is reluctant to provide support to newcomers. She stated that if people have been in Canada less than one year, then they are likely not to receive assistance.

She went on to say that the **Job Connect** program, run by the **Sault Ste. Marie College** and funded by HRDC, provides more support for immigrants. Some of the students at PWAEC have taken resume-writing courses at the College. The staff there tends to provide more one-on-one attention, according to this interviewee. They have a fax machine for use in the job search.

Newcomers have difficulty, like other residents of the city, obtaining a family doctor. The **Algoma Health Unit** has started a list for the Provincial Academy of Medicine. The waiting list currently is approximately two years.

The representative had not heard of the **HOST, VolNet or ISAP** programs.

Additional details on the service provider is provided in Appendix J.

5.3.1.1 Alternative Methods of Service Delivery – Service Providers

PWAEAC does not appear to be making use of alternative service delivery methods such as Internet based resources and distance education resources.

Settlement.org

According to the interviewee, PWAEAC has not accessed the settlement.org web site for information nor made referrals to the site. The interviewee acknowledged that an Internet based resource like settlement.org could provide beneficial information for newcomers but she expressed concern that the varying language and computer skills of newcomers could present barriers to accessing the information. Further obstacles are present in those remote communities that do not have public access computers.

VolNet

The interviewee has not heard of the VolNet program. The interviewee questioned how volunteer organizations would pay for computer upgrades and general maintenance of the computer once government funding was withdrawn.

Contact North

The interviewee was not familiar with distance education programs that addressed the needs of newcomers and was unable to comment on the actual or potential effectiveness of these programs.

Other Service Delivery Alternatives and Opportunities

As noted above, PWAEAC has developed a creative strategy for providing an English language program to immigrants in Sault Ste. Marie in the absence of government funding. The program is operated through a partnership with the local school board and is promoted to international students. The tuition fees paid by the international students allows newcomers to attend the program free of charge. The Education Centre also serves to refer newcomers to other service providers in the community.

The program relies on a regular flow of international students to ensure that costs are covered. Depending on how successful the program is in recruiting international students, the program may not be offered every year. The government should consider partnering with the Centre to top up funding when the program falls short of its international student target. As well, the government should consider providing the program with funding to periodically update its English language teaching materials and/or attend professional development workshops.

5.3.2 Interviews with Immigrants – Sault Ste. Marie

The following section highlights the important points from the interviews with eleven newcomers in Sault Ste. Marie (8 women and 3 men). Interviews were conducted with immigrants from Thailand, Bolivia, Argentina, Korea, China, Poland, Germany, and Russia. The ages of the respondents range from 25 to 46 years. Nine of the respondents arrived in Canada between 2000 and 2001. One respondent arrived in

1997 and one respondent arrived in 1994. Additional background details on the Sault Ste. Marie respondents are provided in Appendix I.

The respondents made contact with Citizenship and Immigration Canada in a variety of ways. Several were assisted by relatives already in Canada. One reported that they used the Internet from their home country. The embassy abroad provided assistance in a number of cases. Several reported that they made their own arrangements without assistance. The respondents did not use HOST, ISAP and LINC programs. Only one of the interviewees was aware of the web site settlement.org.

With respect to general welfare assistance, only one reported that they had made use of the programme. In the area of family benefits payments, two reported that they were receiving this assistance and that they had heard about the programme through their relatives. No one interviewed had made use of unemployment benefits, workers compensation or Canada Pension Plan.

Health coverage for new Canadians and for all residents of Ontario, moving to new communities, is difficult to obtain. In the case of our interviewees, they reported that family members and friends provided them with contacts. Approximately $\frac{3}{4}$ of respondents reported that they had not managed to find a doctor. Similar sources were used to find out about hospital access when needed. With respect to provincial health coverage, several reported that they were unaware of the need to spend three months in Ontario before receiving provincial coverage. Others found out about the appropriate coverage from relatives, teachers, websites, and employers. Where applicable, claims for health insurance were completed by relatives, organizations in the port or community of initial settlement (e.g. YMCA), employers, or on their own.

Those who needed assistance with enrolling their children in school found it from friends and relatives or on their own. Educational institutions are visible in the community and immigrants reported they found information relatively easily. Many were anxious to attend school/college and upgrade their education. Only one reported that they used the Internet as a tool for learning English. Multicultural education was provided by PWAEC. Similar sources were used for information on citizenship classes, and multicultural festivals.

English language services warrant special attention. Respondents reported that PWAEC provided them with support. This was the case for nine of the respondents. In the other cases, organizations in the community of initial settlement were responsible for this training.

Assistance with accessing food, social assistance, recreational facilities, religious services, local bus tours, banking, shopping, legal advice, interpretation services, escort services, English language assessment, family counselling, shelter and clothing was provided by friends, relatives, teachers, the Internet, employers, the media. In the critical area of obtaining phone service respondents reported that they were assisted by relatives, teachers, employers and friends.

The availability of women's shelters was a new issue for some immigrants. Several were aware of the issue because they had read about it in their home country. In other cases, the media coverage in Canada provided sufficient information. None of the immigrants had used this facility.

The ability to drive a car is an important skill for all those seeking employment. One interviewee reported that she went to a local driving school. Another indicated that they had an international driver's license. Another indicated that PWAEC staff had helped. In one case arrangements had been made in Toronto with the assistance of YMCA staff. One immigrant reported that they could write the test in German and do the road test.

When it came to finding employment, respondents reported relying on friends, teachers, the Internet, the Job Bank, and employment centres. Resume writing is an important skill. This was acquired through the English language program or other courses offered through PWAEC. In one case a Job Bank Counsellor provided the assistance.

When asked about their experience with computers, there were a variety of responses. The great majority indicated that they had experience with computers before arriving in Canada.

5.3.2.1 Alternative Methods of Service Delivery – Sault Ste. Marie Newcomers

Family and friends have played an important role in assisting newcomers in Sault Ste. Marie with many of their service needs such as accessing health care, finding housing and enrolling children in school. In cases where newcomers have access to the Internet and possess sufficient computer and English language skills, it appears that they have been able to access Internet based resources with considerable success. Newcomers with limited computer and/or English language skills have also realized some success in using Internet based resources when assistance is provided. PWAEC appears to be highly regarded among newcomers in Sault Ste. Marie because of the generous support and assistance the staff offers to newcomers.

Two newcomers in Sault Ste. Marie have enrolled in continuing education programs as a way of meeting with other English speaking Canadians to practice their English. This approach to learning is largely restricted to newcomers with good English language skills. Two other newcomers indicated that they are not interested in using the Internet as a learning tool for English language training. Their preference is to receive instruction in a classroom setting with the understanding that students can help one another through the learning process.

As noted above, one couple suggested that settlement services in Sault Ste. Marie should be centralized as much as possible. While this may not be possible given the diversity of services required by newcomers, PWAEC could serve as a the central assessment and referral centre.

One respondent suggested that more offices should copy the method of service delivery used by Ontario Works, which provides taped messages in major languages such as Spanish. Another respondent suggested that more information on communities and the settlement services they provide be featured at airports. The respondent emphasized the need to advertise where newcomers could access ESL or English language training courses across the province.

5.3.3 Summary, Sault Ste. Marie

When asked what services were the most difficult to access, respondents indicated the following: none, finding a doctor and finding health services in general. Health issues were mentioned by more than 90% of respondents.

Respondents were asked to indicate any specific problems related to Northern Ontario. Responses included isolation from family left at home, finding a job, language, and health care. When asked to indicate the most helpful person respondents suggested relatives, friends, employers, and the ESL teachers. The most helpful organization was PWAEC.

Recommendations regarding possible improvements included: a higher level English language program, translation services, improved co-ordination by HRDC, information on smaller cities and rural areas provided on arrival, a one stop information centre in the destination community, and improved housing information for newcomers.

Finally, when asked to recommend one improvement in services to immigrants, people suggested additional information in major languages and additional English language training information.

5.4 Cornwall and Area

5.4.1 Service Providers

The following organizations provide support for newcomers in the Cornwall area.

The **Cornwall and District Immigrant Services Agency (CDISA)** is a non-profit community organization run by a voluntary Board of Directors. CDISA was established in 1992 to assist newcomers and other immigrants to settle in Cornwall and the surrounding area. It is an outgrowth of the Cornwall and District Multicultural Council, whose members assumed responsibilities for immigrant settlement before CDISA was established.

The objective of CDISA is to help newcomers and other immigrants adjust to Canadian culture, and to enable them to more readily participate in, and to contribute effectively to the economic, political, cultural and social life of their new community.

CDISA provides newcomers with settlement information and assists in making referrals

and accessing other services in Cornwall and district. CDISA also offers counselling and advocates on behalf of newcomers when making appeals

The Ontario Ministry of Citizenship provides core funding. The United Way also provides funding for the agency.

The service area includes Cornwall and District. This is the only agency providing services to newcomers between Ottawa and Kingston. The representative stated that the organization is expected to provide services to Cornwall's outlying areas, but they have no travel expense budget to provide this service.

The clients of CDISA include recent immigrants and any one who is experiencing difficulty in the community because of linguistic and/or cultural differences. The agency also provides assistance to other agencies, organizations and institutions that serve newcomers and other immigrants.

It is important to note that the agency serves both primary immigrants (those that immigrate directly to Cornwall) as well as secondary immigrants (those moving mostly from Montreal to Cornwall). The representative from the Agency suggested that secondary immigrants move to Cornwall for two reasons. She stated that the first is that they desire their children to learn English in school, and this is not possible in Quebec. The second is that English instruction in Quebec is expensive.

Service delivery includes enquiries and referrals via phone, fax or email. It also includes one-on-one counselling, classes and personal tutoring for ESL, self-help groups and personal escort for clients in need of translation or other services.

A special program within the Cornwall and District Immigrant Services Agency is the Employment Readiness Program for Newcomers and Immigrants. This program is designed to educate immigrants and other newcomers in strategies for finding and maintaining employment in Canada. The Ministry of Citizenship provides core funding. The United Way also provides funding for the agency.

People new to Canada and looking for work are invited to participate free of charge. Intermediate or higher level English is necessary for workshop participation.

A third part of CDISA is the Cultural Interpretation Program (CIP). This service was established to assist non-English/French speaking individuals to access and receive both personal and vocational service and to facilitate communication and minimize language barriers.

The program increases the abilities of service providers like the health sector and social services sector to respond to the needs of the non-English/French speaking individuals. There are over fifteen trained cultural interpreters available for cultural interpretation. The Ministry of Citizenship provides core funding. The United Way also provides funding for the agency.

Another agency that provides employment preparation information is the **Employment and Education Resource Centre (EERC)**. This organization is partially funded by the Ministry of Training, Colleges and Universities. The Centre assists individuals to find employment by offering career clarification to ensure that the client has a focus on a specific job. The EERC representative indicated that they were not well set up to handle immigrants.

The representative from EERC suggested that a “coach” is needed to go with the newcomer to the job site during the training period until they are comfortable and know the job well.

The EERC representative also felt that the amount and intensity of follow-up and support (available at the Immigration Services Agency) is not sufficient. The representative suggested that more work needs to be done promoting an individual to a company that is looking for workers. She added that the Employment Readiness Program offered by CDISA is an excellent program, but that it needs to be expanded. She would welcome a partnership between CDISA and EERC for this purpose.

The **T.R. Leger School of Adult, Alternative and Continuing Education** is committed to being a provincial and community leader supporting educators' efforts to develop learning environments in which all students succeed. Funding for the T.R. Leger School is provided through the Upper Canada District School Board.

The school provides credit programming for people who want to earn an Ontario Secondary School Diploma. In addition to the credit programming, T.R. Leger delivers a program in English as a Second Language. This program is specifically designed to meet the needs of new Canadians who require English language skills.

Students entering the program are assessed and placed in an appropriate class to learn reading, writing and listening/speaking skills. An afternoon conversation class is available to give beginner level students the opportunity to discuss various topics and practise everyday dialogues.

A non-credit micro-keyboarding course is offered to intermediate and advanced students in the afternoon. The course is for students who may have had little previous exposure to computers and who want to learn keyboarding and word processing skills.

Additional details on each of the participating agencies is provided in Appendix L.

5.4.1.1 Alternative Methods of Service Delivery – Service Providers

Service provider organizations in Cornwall do not appear to be making extensive use of alternative service delivery methods such as Internet based resources and distance education resources.

Settlement.org

None of the respondents have accessed the settlement.org web site nor are they aware of the types of information available through this web site.

VolNet

None of the respondents are involved with the VolNet system and no commentary on the program was offered.

Contact North

Service providers in Cornwall are not referring newcomers to distant education programs. It was suggested by the respondents that distance education opportunities would have to be explored if T.R. Leger decided to terminate the English language program. Respondents are unsure how effective distance education programs would be for newcomers with limited English language skills.

Other Service Delivery Alternatives and Opportunities

Cornwall newcomers benefit from having two service organizations that provide specific programs for newcomers. While settlement information and referrals are available through CDISA, the information is reinforced in the English language program offered T.R. Leger.

EERC is interested in partnering with CDISA in developing and delivering an employment program for newcomers that would extend from the classroom to the workplace. Acknowledging that the existing employment readiness program offered by CDISA is an excellent program, EERC believes that newcomers would experience a smoother movement into the workplace by having someone coach them through their first few days when they start a job. The EERC representative suggested that a fellow employee and translator could accompany the newcomer for an initiation or training period until they are comfortable and know the job well. The EERC representative also suggested that additional work could be done in promoting newcomers to businesses looking for employees.

5.4.2 Interviews with Immigrants - Cornwall

The following section highlights important points from the individual interviews with eleven newcomers in Cornwall (6 women and 5 men). Immigrants from Sri Lanka, Pakistan, France, China and India were interviewed. The ages of the respondents range from 23 to 65 years. Seven of the respondents arrived in Canada between 1996 and 2000. Three respondents arrived in 1995. One respondent arrived in 1992. Additional background details on the Cornwall respondents are provided in Appendix K.

Only one respondent was very comfortable with the operation of computers. This person used the computer to obtain information about housing, starting a business in Ontario, information on the health care system and recreational activities, as well as ESL opportunities. Three of the respondents did not know how to use a computer at all. The rest of the respondents have received some basic computer training, although they have not used the computer in order to obtain settlement information.

Seven of the eleven immigrants interviewed had obtained social assistance since arriving in Canada. Three of these were assisted by organizations within Cornwall to complete the necessary forms and process. (These organizations were the EERC and CDISA.) A further respondent indicated that CDISA asked if he needed assistance, but he had already made arrangements in another location in Ontario. The other immigrants that received social assistance did so through some associates who spoke their language.

Approximately half the respondents (six) have received family benefits while residing in Cornwall. Four respondents were assisted personally by either staff at CDISA or Ontario Works, or through an accountant. In four cases, respondents were informed about this service through written material, including a tax form, a package obtained through a Canadian Embassy and a booklet provided at the immigration office in the airport upon arrival.

Several respondents indicated that information regarding health care, as well as the location of the hospital, women's shelter and the fire station, was provided during ESL instruction at T.R. Leger School. CDISA assisted three respondents in completing their health forms, while T.R. Leger School assisted another two respondents. Others were assisted by friends and relatives, or did not need help to complete the forms.

Respondents obtained doctors through friends and relatives, as well as through visits to the hospital. A doctor was obtained by a list provided when one respondent applied for a health card. Three respondents could not recall learning about the health system per se. One respondent was unhappy with the long and involved process of obtaining a health card.

In most cases, friends and relatives provided assistance, when required, for day-to-day activities such as shopping, banking, transportation, finding religious and recreational services, school enrolment for children and obtaining phone services.

Only one respondent indicated that she did not desire assistance with further educational or employment opportunities, since she is retired. Several organizations assisted newcomers in obtaining or researching educational and employment opportunities. In most cases, CDISA was the organization that assisted newcomers in their job and education searches. Other organizations used by newcomers include T.R. Leger, EERC, Life Long Learning Centre, and Cornwall and District Immigration Services Agency, HRDC and Access Ontario.

When asked which services were the most difficult to access, several suggested that they had found all the services available with no difficulty. They either did not need many services (such as a French-speaking man who accessed most services on his own) or were assisted by organizations, friends and relatives. The lack of jobs and interpreters was mentioned, as well as information regarding entrepreneurship. Difficulty in obtaining a health card and a family doctor were also mentioned.

When asked to describe the most difficult thing about living in Cornwall, several respondents indicated communication and obtaining employment. Several indicated problems associated with their lack of ability to speak English. One respondent did not speak English during her first seven years in the country. Another experienced stress when her son needed an operation and she could not communicate with the doctors effectively.

When asked how the service delivery agencies could improve their services, several participants noted improvements in facilitating communication. One suggested the availability of translators, while another suggested the focus of settlement services should be on language acquisition. Another desired improvement was for better assistance for immigrants searching for employment.

The respondents were asked to indicate the person who was most helpful to them in settling in to Cornwall. Friends and relatives were most commonly cited, along with T.R. Leger and CDISA. One respondent suggested that the Internet was the most helpful thing for him. CDISA and T.R. Leger School were the most helpful organizations for settlement, according to the respondents. Respondents also indicated that a package offered by the Embassy in Pakistan was helpful in his settlement. English language training cited as a very helpful service in Cornwall.

Suggestions for improving settlement services include unifying and centralising the provision of services to newcomers, both in Cornwall and in Canada as a whole. The later suggestion involves the establishment of an academy where immigrants wishing to upgrade their professional degrees could attend school together. They would follow a shorter academic path to upgrade their degrees, rather than going through the regular university system over again.

5.4.2.1 Alternative Methods of Service Delivery – Cornwall Newcomers

Family and friends have played an important role in assisting newcomers in Cornwall with many of their service needs. The findings indicate that newcomers have also found a number of organizations in the community to be very helpful in accessing information and services. This stands in contrast to the other communities profiled in this report where newcomers have generally singled out one community organization as being very helpful. Indeed, newcomers in Cornwall identified four service providers including CDISA, T.R. Leger School, EERC, and HRDC as important service organizations in the settlement process. Many of the service organizations in Cornwall appear to be well informed of the various services available to newcomers and where they can be

accessed. The English language program at T.R. Leger School facilitates this process by featuring guest speakers from other service organizations in the community.

Although a number of the newcomers indicated that they have experience with computers, the Internet appears to be used on a limited basis in accessing settlement related information.

The Multicultural Festival in Cornwall appears to be a popular event among newcomers in the community. The event provides a further opportunity for service organizations to promote the settlement related programs they offer

5.4.3 Summary, Cornwall and Area

The Cornwall and District Immigration Services Agency (CDISA) is the organization most newcomers are referred to when they arrive in Cornwall. They provide information, referrals, orientation services, advocacy, counselling and community development and education. A new program is being offered called the Employment Readiness Program for Newcomers and Immigrants. This workshop is an attempt to provide specialised training for newcomers to prepare them for the workforce. Individual job counselling is provided by CDISA. There is also a Cultural Interpretation Program to facilitate communication for newcomers.

The Employment and Education Resource Centre (EERC) provides programs for individuals seeking to find and keep employment. It does not offer specific programs for newcomers. The representative stated that the EERC program is not able to sufficiently serve the immigrant population due to the special barriers to employment experienced by this group.

The T.R. Leger School of Adult, Alternative and Continuing Education offers an ESL program through funding from the Upper Canada District School Board. Language as well as micro-keyboarding skills are taught. Citizenship classes are also offered. The continued provision of ESL is important to the respondents interviewed. Most indicated that the acquisition of language skills and employment were the most important issues they faced during their settlement period. Respondents were most pleased with the organizations that provided these services in Cornwall. Centralization of services for newcomers was mentioned as a suggestion for settlement service agencies.

6.0 Conclusions & Recommendations

The purpose of this study is twofold. One objective is to identify alternative models of service delivery in small towns and rural areas that facilitate the provision of services to small groups that are separated by significant geographical distances. A second objective is to identify the types of settlement information accessed by newcomers in rural and remote areas and the way in which the information is accessed. In the process of meeting these objectives the study has identified the types of services required by newcomers and assessed the appropriateness of alternative service delivery models in meeting their settlement and service needs.

The findings are based on focus groups and interviews conducted with newcomers and service providers from four communities in Northern Ontario and one community in Eastern Ontario.

6.1 Settlement Services in Rural and Remote Areas

Based on the research findings it is evident that there is considerable variation in the types of settlement services being offered in rural and remote areas of Ontario. The study indicates that some communities have a greater number and variety of service organizations than others. As well, some settlement service providers appear to be better linked to other service organizations in their community. The Cornwall and District Immigration Services Agency for example has established a high profile in the community through the services it provides to other organizations including the Children's Aid Society, Ontario Works, HRDC, Cornwall and District Housing Authority, Sexual Assault Support Services, local schools and alternative and continuing education schools.

None of the four Northern Ontario communities studied in this assessment possess an agency or organization whose sole purpose is to provide settlement services to immigrants and refugees. Services being accessed by newcomers in Northern Ontario are typically provided through an organization offering services to newcomers as part of a larger operational mandate directed at the general public. An example is the Timmins Learning Centre in Northwestern Ontario, which provides learning activities for adults through a literacy instructor. Learning activities focus on reading, writing, math and basic computer skills. A secondary interest of the Centre is providing English language training on a fee-for-service basis. In contrast, the Cornwall and District Immigration Services Agency in Eastern Ontario has a community organization that focuses exclusively on providing immigrants with information and services.

The organizations providing settlement services in this study typically derive their funding through a combination of sources. Some of the more common agency funders include Human Resources Development Canada, the Ontario Ministry of Training, Colleges and Universities, and the Ontario Ministry of Citizenship, Culture and Recreation. Some service organizations are also receiving support from local school boards.

Important sources of information and services identified by newcomers included literacy training centres, adult education centres, employment centres, multicultural associations, volunteer centres, libraries, health centres and church groups.

Many of the immigrants interviewed in this study received personal assistance from friends, family members, co-workers, and sponsors in accessing information.

Immigrants had varied experiences in using the Internet to access settlement services or obtain general information. A small number of newcomers in this study had sufficient English language and computer skills to access information through the Internet with minimal or no supervision. There were many other cases where the newcomer had limited or no experience with computers and lacked the language skills to effectively use the Internet to retrieve information. Most immigrants and service providers were not aware of settlement services available through the Internet.

The three most requested service needs identified by newcomers were:

- English language training
- finding employment
- finding a doctor

Acquiring English language skills was viewed by almost all of the respondents as an important step in integrating into Canadian society. Immigrants recognize that the greater their proficiency in English, the greater their chances of securing better jobs and accessing a wider range of services. Little reference was made to the provision of French language services throughout the research process from the perspective of service providers and newcomers.

6.2 Alternative Methods of Service Delivery and their Appropriateness in Meeting the Needs of Newcomers

The alternative methods of service delivery reviewed in section 2 of this report included Internet based resources such as VolNet and Settlement.org; distance education programs; and a pilot project with the Thunder Bay Multicultural Association which focuses on enhancing linkages between towns and service organizations and establishing access points in communities where newcomers can access the Internet and obtain referrals to other service providers. These methods were presented during the focus groups and interviews with service providers and discussed with newcomers. Respondents were asked to comment on their appropriateness in meeting the needs of newcomers.

Settlement.org

Settlement.org is an Internet based settlement information resource managed by OCASI. The website features newcomer information guides on a number of topics including health care and legal information. The site also features various electronic application forms related to housing, health, education, etc. The service providers

interviewed for this study are largely unaware of the settlement.org website. Indeed, only two of the agencies are aware of the resource and only one of these has actually accessed the website for information. While it was acknowledged that the settlement information provided through the website is relevant to the needs of newcomers, there were concerns about how accessible the resource is to newcomers with limited English language and computer skills. A further concern was the lack of public access sites in many remote communities where newcomers could access the Internet to retrieve the information.

The newcomers interviewed for this study were unaware of the settlement.org website. However, several newcomers in this study were able to use other computer-based resources such as job banks and community directories to access information. It appears that immigrants with good English language skills and some computer experience would likely encounter few problems in accessing and using the information at settlement.org.

The Internet is not an appropriate information resource for every newcomer. For some newcomers the experience of using computer-based resources has been frustrating and ineffectual. The limited English language and computer skills of newcomers have contributed to the problem but the lack of technical assistance provided by some service organizations also appears to be a factor. Thus an important consideration in promoting Internet based service delivery is ensuring that some form of technical assistance is available to newcomers at Internet access points.

Given the finding in this study that friends, family members and co-workers are important information sources for newcomers, initiatives to promote settlement.org and other Internet based resources for newcomers should incorporate an awareness campaign for the general public and business community.

VolNet

VolNet is a program managed by Industry Canada, which provides Internet access and Internet skills training. The program was developed to enhance the connectivity of isolated volunteer organizations and enable organizations to further their own missions.

Only three of the service providers interviewed in this study are involved in the VolNet program. One organization is a volunteer centre in Timmins and another provides literacy training in Dryden. Both of these organizations are using the program to instruct volunteers on the use of computers and the Internet. VolNet has not been used by either of these organizations in assisting newcomers.

The third organization using VolNet is the Multicultural Association in Kenora. Although the association is committed to helping newcomers, recent cuts to funding have resulted in a reduction in staff and the organization is not able to provide personal assistance to newcomers who lack the basic computer and language skills to access information through the Internet.

It appears that any effective use of VolNet for delivering settlement information will be tied to having some form of technical assistance available. There may be opportunities for using VolNet in the delivery of settlement information where organizations have sufficient staff or volunteers to provide assistance to newcomers.

Community Access Program (CAP)

The Community Access Program is also administered by Industry Canada and as with VolNet it provides computer and Internet access and training for public access sites. The program was developed to accelerate communication between individuals and expand educational opportunities. CAP access sites are typically located in public buildings such as municipal offices, community centres, libraries and schools.

Only one service organization, the Dryden Literacy Association, made reference to a CAP site, which was located in the local library. None of the newcomers contacted in this study made reference to using computers at CAP sites.

As with the VolNet program, it appears that any effective use of CAP for delivering settlement information will be tied to having some form of technical assistance available.

AlphaRoute

AlphaRoute is an Internet based distant education project administered by the Ontario Ministry of Training, Colleges and Universities. Only one of the service providers in the study offered the program as a pilot project, which ended April 30, 2001. The program did not offer learning activities that were specifically aimed at newcomers. The program was designed for home study but was offered out of the Dryden Literacy Association centre in order to provide learners with technical assistance. As learners became more comfortable with the program they were allowed to access the program from home or other public access sites and continue to receive assistance from a mentor via email, phone or fax.

While the Association recognizes that the program offers learning opportunities for people in remote areas, their experience has shown that there could be problems for learners who do not have a home computer or who have to rely on public access sites. In some cases these sites may only have one or two computers and place time limits on the use of the computers.

Distance Education

As noted above, English language training was one of the most requested services sought by newcomers in this study. None of the communities in this study feature a CIC funded ESL program. Three of the communities have service organizations that offer in-class English language programs. Two communities have no in-class English training opportunities of any kind.

English language training is offered as a distant education course through the Independent Learning Centre (ILC), which operates under the Ontario Ministry of Education. The course requires that the learner have a tutor to assist with lessons and

conversation practice. A distance education centre is located at Northern College in Timmins. None of the service organizations have referred newcomers to the centre and none of the newcomers have participated in programs offered through the centre.

Some service providers were simply unaware of the distant education programs that were available. One organization suspected that the entry requirements for reading and writing skills were beyond the capacity of most newcomers. Another organization believed that the community lacked sufficient library resources that could be used to help learners in a distant education program.

Very few of the newcomers expressed an interest in taking distant education courses. Only two newcomers actually explored distant education opportunities but neither followed through in taking courses. There appeared to be a preference among newcomers for receiving English language training in a classroom setting.

Service providers were unfamiliar with the Home Study ESL LINC program being offered out of Halton and Peel Regions. The program features the use of audiocassettes and workbooks and access to a teacher by phone or mail. An Internet based version of the program was introduced during the early part of 2001. The Internet version is only available to higher LINC level learners at this time while an introductory level is in the development stage. As with other Internet related resources, service providers in the study voiced concerns about newcomers being able to access computers and technical support.

Enhancing Linkages between Communities and between Service Organizations

A pilot project being undertaken by the Thunder Bay Multicultural Association is attempting to improve the delivery of settlement services and information by enhancing the linkages between towns and service organizations and establishing access points in communities where newcomers can access the Internet and obtain referrals to other service providers. The project is being operated in conjunction with the Ontario Ministry of Citizenship, Culture and Recreation.

The Thunder Bay project is directed at newcomers who chose to live in the outlying communities that surround the city. A primary interest of the project is to deliver services through existing organizations and facilities as a means of reducing costs. The project is a three phase initiative that begins with an assessment of services currently available. The assessment is done through consultation with municipal officials, service providers, business community representatives, and community groups with the aim of developing partnerships with groups or individuals who would be willing to serve as contacts and information and referral partners. The second phase of the project is directed at building up linkages between communities and establishing access points where information and Internet service could be accessed. The third phase involves project evaluation and planning maintenance for the program. The Thunder Bay project envisions developing a 1-800 service to ensure that access not be limited to computer literate and computer accessible newcomers. The 1-800 number will also provide newcomers with the option of linking with an interpreter.

None of the communities in this study have initiated a similar project although it is clear from the findings that communities would benefit from adopting a similar strategy. Conducting a community wide assessment of service organizations and their settlement related activities would enable service organizations to become more knowledgeable of the services and information the community has to offer newcomers and where it can be accessed. In Timmins for example, service organizations were largely unaware of the specialized services being provided to newcomers by the local volunteer centre until the focus group session brought the various groups together in one setting.

The assessment process would also serve to highlight gaps in service delivery and stimulate organizations to identify service providers in other communities that could receive referrals. Few of the service organizations in this study have developed formal referral protocols. Findings from the interviews with newcomers and service providers have shown that in some cases newcomers were not referred to services that were available locally. A referral protocol for service providers in rural and remote areas should be developed as part of the community assessment process to ensure that the information provided to newcomers is accurate and comprehensive.

Additional Considerations

Multicultural Festivals

A number of communities in Northern Ontario feature annual Multicultural Festivals. Newcomers in this study indicated that they attended these festivals whenever possible. These events could serve as a venue for disseminating information on services available to newcomers. They could also provide service organizations with an opportunity to collect feedback from newcomers on how services and service delivery could be improved.

Settlement Information at Entry Points into Canada

Newcomers in this study indicated that the settlement information being provided at Canada's major entry points does not list the services being offered in smaller communities. Newcomers would like to be better informed about the types of services available in rural and remote areas of the province and the specific organizations that are providing the service prior to arriving.

Job Sharing

The low number of newcomers in some rural and remote communities often does not support the position of a full-time settlement service provider. Service organizations in these communities should consider establishing a part-time settlement service position. Working on a demand basis with newcomers, the service provider could conduct an initial assessment of the newcomers needs and provide information and referrals to other service providers either locally or outside the area. Ideally, this position would be partnered with another service organization where it would become a full-time position with duties being split between the organizations. Administering the position through an established organization would enable the service provider to share office resources

such a phones, photocopier, fax, computers, etc.

The partnership approach to service delivery may also have applications for the provision of English language programs. Communities in rural and remote areas that have literacy training programs but not English language programs should explore opportunities for partnering with the local business community, school boards and CIC, OASIS. This is the approach taken by the Prince of Wales Adult Education Centre in Sault Ste. Marie, which partnered with the local school board to develop an English language program for international students. The fees charged to international students cover the operating costs of the program and immigrants are allowed to attend the classes free of charge. A shortcoming of the program is that it only remains operational while the program attracts a regular number of international students. Securing partial funding through CIC, OASIS when there are a low number of international students enrolled in the program would ensure that the service remains accessible to newcomers.

The partnership approach described above is consistent with the Thunder Bay service delivery model, which promotes the use of existing organizations and facilities for delivering services as a means of reducing costs.

As a further measure of aiding service organizations in maintaining or establishing English language programs for newcomers, CIC, OASIS should cover the costs associated with English language materials and professional development workshops that are used by agencies that are not funded to deliver the LINC/ISAP/HOST program in isolated areas across Ontario.

Job Coaching

The Employment and Education Resource Centre in Cornwall suggested that enhanced services are needed to assist newcomers entering the workplace. Currently newcomers are able to access job preparation services through the Cornwall and District Immigrant Services Agency. In order to facilitate a smoother entry into the workplace, EERC would like to have job coaches assigned to newcomers for their first few days on the job as they go through training and become accustomed to the work routine. The coaches would consist of co-workers and interpreters (if needed). It was further suggested that service organizations place additional effort into promoting the skills and work experience of newcomers to the business community. Issues that are likely to complicate an initiative of this type include determining how to compensate job coaches for their time and ensuring that workplace safety regulations are not compromised.

6.3 Recommendations

Based on the findings reported in this study, the Consultant recommends that CIC, OASIS consider the following recommendations for delivering services in the North.

1. Organizations/agencies responsible for providing settlement services in Northern Ontario communities should be promoted at major points of entry into Canada.
2. Settlement service agencies in Northern Ontario should undertake annual community outreach activities in order to increase their profile in the community for the sake of informing newcomers and other service organizations of what the agency has to offer.
3. A number of communities in Northern Ontario feature annual Multicultural Festivals. A promotional program should be developed by federal and provincial service organizations such as the Ontario Ministry of Citizenship, Culture and Recreation, HRDC and CIC, OASIS to tour the various festivals and provide information on settlement services, Internet based resources and distant education opportunities. Local settlement service providers should partner with CIC, OASIS and incorporate the activity as part of an ongoing community outreach program.
4. Internet based information and distant education programs relevant to newcomers should be inventoried and widely promoted in Northern Ontario.
5. When newcomers with limited English language and computer skills are directed to access information through the Internet, service organizations in Northern Ontario should be prepared to provide direct assistance along with access to a computer or a referral to an agency that can provide assistance and access to a computer.
6. A newcomer referral protocol should be developed with input from service providers in Northern Ontario communities. While not every service organization offers information or programs applicable to newcomers, they should at least be aware of the nearest agency that offers settlement services.
7. Funders of settlement programs should consider establishing fee-for-service contracts for community service organizations (English language training centres, Multicultural centers, etc.) across Northern Ontario so that each community would have a reception centre. Funding for each month would be based on the number of immigrants serviced.
8. Funders of settlement programs should partner with established literacy programs in Northern Ontario communities and provide partial funding to support part-time settlement service workers and/or English language instructors.

9. Government departments and ministries should cover the costs associated with English language materials and professional development workshops that are used by agencies that are not funded to deliver the LINC/ISAP/HOST program in isolated areas across Ontario.

The delivery of settlement services in small towns and isolated areas in Ontario is a challenging task for service providers. The large geographic distances between towns, the varying frequency of service demand, and a client base with special needs place a unique set of demands on agencies working to help immigrants integrate into Canadian society.

This study has presented a number of alternative service delivery methods and explored their appropriateness in rural and remote regions of Northern and Eastern Ontario. While many alternative methods of service delivery feature the Internet, this tool is not the most appropriate approach for every newcomer. Indeed its effectiveness in delivering information and services appears to be closely tied to the availability of technical assistance, which in many service organizations is lacking.

The study reveals how some settlement service providers have managed to maintain or enhance their service delivery through the creation of partnerships with other community organizations. This approach has applications for service providers in other communities and should be expanded to explore possible linkages with the business community and provincial and federal government departments.

Newcomers are continuing to settle in rural and remote areas of the province even though there are deficiencies in settlement services in some communities. Adopting alternative methods of service delivery will help service organizations to ensure that the needs of newcomers in their community are addressed in an effective and efficient manner.

REFERENCES

- Abu-Laban, Yasmeen. 1998. "welcome/STAY OUT: The Contradiction of Canadian Integration and Immigration Policies at the Millennium", Canadian Ethnic Studies. 30(3): 190-211.
- Agriculture and Agri-Food Canada. 1999. Canadian Rural Partnership: Pilot Projects 1999-2000. http://www.rural.gc.ca/pilot/projects99_e.html
- Amin, Nuzhat. 1987. A Preliminary History of Settlement Work in Ontario 1990 – Present. Ministry of Citizenship, Citizenship Development Branch. Ottawa.
- Bai, David H. 1992. "Canadian Immigration Policy and the Voluntary Sector: The Case of Edmonton Immigrant Services Association", Human Organization. 51(1): 23-34.
- Balakrishnan, T.R. and Feng Hou. 1999. "Residential Patterns in Cities", in Shiva S. Halli and Leo Driedger (Eds.), Immigrant Canada: Demographic, Economic and Social Challenges. Toronto, Ontario: University of Toronto Press: 116-147.
- Basran, Gurcham, S. and Li Zong. 1998. "Devaluation of Foreign Credentials as Perceived by Visible Minority Professional Immigrants", Canadian Ethnic Studies, 30: 3.
- Bonin, Bernard. 1976. "Immigration: Policy-Making Process and Results - Summary of Discussions", in B. Bonin (Ed.), Immigration: Policy-Making Process and Results. Toronto: Institution of Public Administration of Canada: 19-34.
- Boyd, Monica. 1999. "Integrating, Gender, Language and Race", in Shiva S. Halli and Leo Driedger (Eds.), Immigrant Canada: Demographic, Economic and Social Challenges. Toronto, Ontario: University of Toronto Press: 282-306.
- Brooks, Denise and Akosia Tulloch. 1992. A Community-Based Needs Assessment of Settlement and Integration Services in Hamilton-Wentworth. Hamilton: Social Planning and Research Council of Hamilton-Wentworth.
- Centre for Research and Education in Human Services. 2000. Enhancing Services and Supports for Immigrant Youth in Waterloo Region. Kitchener: Centre for Research and Education in Human Services.
- Citizenship and Immigration Canada. 2001. Planning Now for Canada's Future – Introducing a Multi-year Planning Process and the Immigration Plan for 2001 and 2001. Ottawa: Minister of Public Works and Government Services Canada.
- Citizenship and Immigration Canada. March 2000. Immigrant Settlement and Adaptation Program: Handbook for Service Provider Organizations. Ottawa: Minister of Public Works and Government Services Canada.
<http://www.cic.gc.ca/english/newcomer/isap-1e.html>

Citizenship and Immigration Canada. March 2000. Language Instruction for Newcomers to Canada: Guide for Applicants. Ottawa: Minister of Public Works and Government Services Canada. <http://www.cic.gc.ca/english/newcomer/linc-2e.html#overview>

Citizenship and Immigration Canada. November 1997. HOST Program: Guide for Applicants. Ottawa: Minister of Public Works and Government Services Canada. <http://www.cic.gc.ca/english/newcomer/host-2e.html#overview>

Citizenship and Immigration Canada. 1995. Consultations on Settlement Renewal: Finding a New Direction for Newcomer Integration. Ottawa: Minister of Supply and Services Canada.

Citizenship and Immigration Canada. February 1995. Immigrant Settlement and Adaptation Program: Fact Sheet. <http://www.cic.gc.ca/english/newcomer/isap-fs1.html>

Citizenship and Immigration Canada. 1994. A Broader Vision: Immigration and Citizenship Plan 1995-2000, Annual Report to Parliament. Ottawa: Minister of Supply and Services Canada.

Citizenship and Immigration Canada. March 1994. Language Instruction for Newcomers to Canada: Fact Sheet. <http://www.cic.gc.ca/english/newcomer/linc-fs1.html>

COSTI. 2001. Immigrant Settlement and Social Services. <http://www.costi.org/>

Denton, Nancy A. and Douglas S. Massey. 1988. "Residential Segregation of Blacks, Hispanics and Asians by Socioeconomic Status and Generation", Social Science Quarterly. 69:797-817.

Durbin, Janet and Remy Sondhu. 1992. Improving Mental Health Supports for Diverse Ethno/Racial Communities in Metro Toronto. Toronto: Metropolitan Toronto District Health Council.

Economic Council of Canada. 1991a. New Faces in the Crowd. Ottawa: Minister of Supply and Services.

Economic Council of Canada. 1991b. Economic and Social Impacts of Immigration. Ottawa: Minister of Supply and Services.

Economic Council of Canada. 1996. Changing Times: Twenty-Third Annual Review. Ottawa: Minister of Supply and Services.

Esguerra, A. and M. Lynch. 1990. A Step Beyond the Sharing of Ideas: Peel Immigrant Needs Assessment, 1988-1989. Mississauga, Ontario: Mississauga Cross-Cultural Centre.

George, Usha and Joseph H. Michalski. 1996. A Snapshot of Service Delivery in Organizations Serving Immigrants. Toronto: Centre for Applied Social Research, University of Toronto.

Goodis, T.A. 1986. Adaptation Process of Recent Immigrants to the United States: A Review of the Demographic and Social Aspects. Washington, D.C.: The Urban Institute.

Goss Gilroy. 2000a. Evaluation Framework for Immigrant Settlement and Adaptation Program. Goss Gilroy Inc., Management Consultants. Ottawa.

Goss Gilroy. 2000b. Evaluation Framework for the Language Instruction for Newcomers to Canada (LINC) Program. Goss Gilroy Inc. Management Consultants. Ottawa.

Goss Gilroy. 2000c. Evaluation Framework for the HOST Program. Goss Gilroy Inc. Management Consultants. Ottawa.

Guelph & District Multicultural Centre. 2001. "No Racism Here! – Anti-Racism and Social Equality Workshops for Wellington County." <http://www.gdmc.org/>

Hawkins, Freda. 1972. Canada and Immigration: Public Policy and Public Concern. Montreal: McGill-Queens University Press.

Hawkins, Freda. 1989. Critical Years in Immigration: Canada and Australia Compared. Montreal: McGill-Queens University Press.

Hiebert, Daniel. 2000. "Immigration and the Changing Canadian City", The Canadian Geographer. 44 (1): 25-43.

Holder, Saddeiq. 1999. The Development of Service and Sectoral Standards for the Immigrant Services Sector. Discussion Document. Toronto: OCASI/COSTI Partnership Project.

Independent Learning Centre. 2001. Course Guide 2001.
<http://ilc.edu.gov.on.ca/06/RMF-1.htm>

Industry Canada, 2001a. About VolNet.
<http://www.volnet.org/english/aboutvolnetpage.htm>

Industry Canada , 2001b. Frequently Asked Questions.
<http://www.volnet.org/english/faq.htm>

Industry Canada, 2000a. What is CAP? <http://cap.ic.gc.ca/english/3100.shtml>

Industry Canada, 2000b. CAP Programs and Services.
<http://cap.ic.gc.ca/english/8300.shtml>

Industry Canada, 2000c. CAP E-Learning. <http://cap.ic.gc.ca/english/8307.shtml>

Industry Canada. 1999. VolNet Proposal Guide.
<http://www.volnet.org/english/volnetde.htm>

Kramer, Theron and LAMP Consultants. 1991. Operational Review Report. Guelph, Ontario: Guelph and District Multicultural Centre.

Krieg, Randall, G. 1990. "Does Migration Function to Reduce Earning Differentials by Race and Gender?" Annals of Regional Science. 24: 211-21.

Lam, Y.L.J., C.E. Haque and Carol West. 1994. Economic Development and Immigrant Employment Opportunities in Rural Manitoba. Brandon: Brandon University Rural Development Institute.

Legal Information for Newcomers to Ottawa: The Pamphlet Project LINO, 2000. Legal Information for Immigrants and Refugees in Ottawa. Ottawa: Legal Information for Newcomers to Ottawa: The Pamphlet Project LINO.
<http://settlement.org/site/homepage/legalinfo.asp>

Li, Peter, S. 1992. "The Economics of Brain Drain: Recruitment of Skilled Labour to Canada, 1956-86", in Vic Satzewich (Ed.), Deconstructing a Nation: Immigration, Multiculturalism and Racism in '90s Canada. Halifax, Nova Scotia: Fernwood: 145-162.

Li, Peter, S. 1996. The Making of Post-War Canada. Toronto: Oxford University Press.

LINC Home Study Program. 2001. <http://www.lincpeelhalton.com/homestudy.htm>

Mata, Fernando. 1994. "The non-accreditation of immigrant professionals in Canada: Societal impacts, barriers and present policy initiatives", Unpublished paper presented at the Sociology and Anthropology Meetings of the 1994 Learned Societies Conference, University of Calgary, June 3-18, Calgary, AB.

Maghaddam, F.M. 1988. "Individualistic and Collective Integration Strategies Among Immigrants: Toward a Mobility Model of Cultural Integration", in J.W. Berry and R.C. Annis (Eds.) Ethnic Psychology: Research and Practice with Immigrants, Refugees and Native Peoples, Ethnic Groups and Sojourners. Pennsylvania: Swets North America Inc.: 69 -79.

Ministry Responsible for Multiculturalism, Immigration and Human Rights. 1995. Immigrant Settlement Services, Vancouver, British Columbia: Ministry Responsible for Multiculturalism, Immigration and Human Rights.

Montgomery, R. 1991. "Predicting Vietnamese Refugee Adjustment to Western Canada", International Migration, 29: 1.

Multicultural Communities in Northern Ontario – Final Report. 1991. Hope Consulting Group: Sudbury, Ontario.

Mwarigha, M.S. 1998. "Issues & Prospects: The Funding and Delivery of Immigrant Services in the Context of Cutbacks, Devolution and Amalgamation" rain Drain: Recruitment of Skilled Labour to Canada, 1956-86", in G. Hunter (Ed.), Who's Listening. Toronto: The Advisory Committee on Immigrant and Refugee Issues: 90-96.

Newcomer Orientation to the Health System Project. March 2000. Health Care in Canada – A Guide for Ontario Newcomers, Toronto Copy. The Four Villages Community Health Centre. <http://settlement.org/site/homepage/healthguide.asp>

Newcomer Orientation to the Health System Project. 2000. Resource Manual for the Newcomer Orientation to the Health System Project. The Four Villages Community Health Centre. <http://settlement.org/site/homepage/healthguide.asp>

Neuwirth, Gertrud. 1999. "Toward a Theory of Immigrant Integration", in Shiva S. Halli and Leo Driedger (Eds.), Immigrant Canada: Demographic, Economic and Social Challenges. Toronto, Ontario: University of Toronto Press: 51-69.

Neuwirth, Gertrud, Linda Librande and Stan Jones. 1988. Non-traditional ESL: A Bibliography. Ottawa: Multiculturalism and Citizenship Canada.

Nicholson, Carl. 2000. "Urban Planning, Immigration and Diversity: The Perspective from Ottawa-Carleton", Plan Canada. 40 (4): 25-26.

Northwestern Ontario Settlement Workers' Conference. 1999. Conference Report. Kenora, Ontario.

Ontario Council of Agencies Serving Immigrants. 2001. About OCASI http://www.ocasi.org/about/about_ocasi.shtml#one-2

Ontario Council of Agencies Serving Immigrants. 2001. OCASI Membership <http://www.ocasi.org/membership/membership-listing.shtml#top>

Ontario Council of Agencies Serving Immigrants. 1999. OCASI Annual Report 1999. http://www.ocasi.org/documents/Annual_Report99.pdf

Ontario Ministry of Citizenship. March 2001. Newcomer Settlement Program: Funding Guidelines. Queens Printer for Ontario. <http://www.gov.on.ca/MCZCR/english/citdiv/immigrat/newcomer.htm>

Ontario Ministry of Education. 2000. Independent Learning Centre: Course Guide 2001 – Part 1. Queens Printer for Ontario. <http://ilc.edu.gov.on.ca/06/RMF-1.htm>

Passaris, Constantine. 1998. "The Role of Immigration in Canada's Demographic Outlook", International Migration, 36:1.

Samuel, T.J. 1984. "Economic Adaptation of Refugees in Canada: Experience of a Quarter Century", International Migration, 22:1.

Self-study Quizzes for ESL Students (2001), <http://www.aitech.ac.jp/~iteslj/quizzes/>

Settlement.org – Welcome to Ontario, 2000a. <http://settlement.org/index.html>

Settlement.org – Welcome to Ontario, 2000b. <http://settlement.org/site/Forms/home.asp>

Simmons, A.B. 1999. "Immigration Policy: Imagined Futures", in Shiva S. Halli and Leo Driedger (Eds.), Immigrant Canada: Demographic, Economic and Social Challenges. Toronto, Ontario: University of Toronto Press: 21-50.

Statistics Canada. 1994. Population Projections for Canada, Provinces and Territories 1993 - 2016, Ottawa: Statistics Canada.

Stein, Barry N. 1979. "Occupational Adjustment of Refugees: The Vietnamese in the United States", International Migration. 13; 25-45.

Thunder Bay Multicultural Association Proposal. 2000. Pilot Project to Improve Access to Settlement Services and Information.

VolNet National Advisory Committee. 1999. Building the Technological Capacity of the Voluntary: The Voluntary Sector Network Support Program (VolNet). <http://www.volnet.org/english/building.htm>

Wallace, Maria, Ho Hon Leung, Eduardo Garay, Jane Ku and Vasco Cabral. 2000. Re-Visioning the Newcomer Settlement Support System. Toronto: Integrated Settlement Planning Research Consortium.

Wilkinson, D. 1990. A Survey of the Needs of Immigrant, Visible Minority and Native Women in the Sudbury Area. Laurentian University: Sudbury, Ontario.

Appendix A: Population and Ethnic Profile of Cornwall, Ontario

Population by Visible Minorities in Cornwall, 1996.

Visible minority population	Visible minority population	Percentage of total visible minority population	Percentage of total population
Black	280	18.79%	0.60%
South Asian	550	36.91%	1.18%
Chinese	275	18.46%	0.59%
Korean	10	0.67%	0.02%
Japanese	0	0.00%	0.00%
Southeast Asian	200	13.42%	0.43%
Filipino	20	1.34%	0.04%
Arab/West Asian	85	5.70%	0.18%
Latin American	25	1.68%	0.05%
Visible minority, n.i.e.	0	0.00%	0.00%
Multiple visible minority	45	3.02%	0.10%
Total visible minority population	1490	100.00%	3.20%
All others	45000		96.80%
Total population	46490		

Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

Population by Mother Tongue in Cornwall, 1996.

Mother tongue	Total population	Percentage of non-official languages population	Percentage of total population
English	30245		66.55%
French	13365		29.41%
Non-official languages	1835		4.04%
Italian	235	12.81%	0.52%
Chinese	220	11.99%	0.48%
Vietnamese	200	10.90%	0.44%
Polish	175	9.54%	0.39%
German	130	7.08%	0.29%
Tamil	130	7.08%	0.29%
Greek	125	6.81%	0.28%
Dutch	100	5.45%	0.22%
Spanish	75	4.09%	0.17%
Punjabi	65	3.54%	0.14%
Arabic	55	3.00%	0.12%
Hungarian	35	1.91%	0.08%
Other languages	290	15.80%	0.64%

Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

Total recent immigrants for Cornwall by selected countries of birth (20% sample data), 1996.

Country of birth	Number	Percent
Hong Kong	10	2.74%
China, People's Republic of	40	10.96%
India	20	5.48%
Sri Lanka	135	36.99%
United States	45	12.33%
United Kingdom	30	8.22%
Pakistan	75	20.55%
All other places of birth	10	2.74%
Total recent immigrants by selected countries of birth (20% sample data)	365	100.00%

Source: Statistics Canada Cat. No. 95-187-XPB, 1999.

Appendix B: Protocol for One-on-one Interviews with Newcomers and Protocol for Focus Groups with Settlement Service Providers

1.0 Rationale for Interviews and Focus Groups

Settlement programs and services are intended as initial bridging mechanisms that help immigrants to access services available to all Canadians and in becoming participating and contributing members of Canadian society. Although the majority of recently arrived immigrants are destined to metropolitan areas in Southern Ontario, newcomers also settle in small towns and rural areas across Ontario. Delivering settlement services in isolated rural areas, in which small numbers of newcomers settle, can be challenging and is further compounded by the vast geographical distances between small towns, often several hundred kilometres.

The purpose of the interviews and focus groups is to identify the types of services being accessed by newcomers in Northern Ontario and Cornwall, and the manner in which newcomers access services.

2.0 One-on-One Interviews with Newcomers

2.1 Population to be Studied

Interviews will be conducted with 40 newcomers who have immigrated to Canada in the last five years and who have not yet acquired Canadian Citizenship. Convention Refugees are included in this definition, but refugee claimants are not. The newcomers must also be eligible for programs funded by CIC, OASIS.

2.2 Geographical Focus

The interviews with newcomers will be conducted in isolated rural areas or small towns in Northeastern and Northwestern Ontario that receive less than 50 newcomers a year. These will be as follows:

- Sault Ste Marie
- Dryden
- Kenora
- Timmins
- Cornwall

Ten interviews will be done in each of the four locations of Timmins, Kenora, Cornwall and Sault Ste. Marie. Immigrants from these locations, as well as adjacent communities, will be interviewed.

2.3 Achieving Project Objectives

The objectives of the one-on-one interviews are to determine:

- a) how newcomers access settlement information;
- b) the types of settlement information and services that they were able to access;
- c) local access sites that they utilize including libraries, schools, community centres, etc.;
- d) the type of settlement information and services that they need; and

- e) the appropriateness of the models identified in the first phase of the project in meeting their settlement information and service needs

The interviews will take approximately one hour to conduct. Local translator services will be used when required.

2.4 Questionnaire for Newcomers

Background Information

1. When did you arrive in Canada? _____ (year).
2. Which country did you immigrate from? _____.
3. What is your nationality, if different from above? _____.
4. What is your first language? _____.
5. What other languages do you speak? _____.
6. How did you come to Canada (i.e. did you arrive direct from your own country, refugee centre, special program)? Please describe.
7. Please indicate where you have lived since coming to Canada?
Where did you live when you first arrived?
Where did you live after leaving this area?
Where did you live after leaving this area?
When did you arrive in Sault Ste Marie/Timmins/Kenora/Comwall or nearby location?
8. a) If you moved away from Sault Ste Marie/Timmins/Kenora/Comwall area, can you tell us why?
b) Did access to effective settlement services play a part in any moves that you made since coming to Ontario? Please discuss.
9. Gender: Male _____ Female _____
10. What is your age? _____ years.
11. Education level attained?

Primary school High school College University Other

12. The following is a list of settlement services. Please indicate which services you used when you arrived in Ontario. In the second column, indicate where you heard about the service, including the organization and its location. The third column indicates the organization and location where you accessed these services.

Service Accessed	Where did you hear about this service? (Organization and Location)	Where did you access this service? (Organization and Location)
Government services and departments, such as; <ol style="list-style-type: none"> 1. Citizenship and Immigration Canada 2. General Welfare 3. Family Benefits 4. Unemployment Benefits 5. Workers' Compensation 6. Canada Pension Plan 7. Health coverage 8. public education and school enrolment 9. driver's licensing 10. schooling for your children 		
Referrals for accessing: <ol style="list-style-type: none"> 11. food 12. housing 13. clothing 14. social assistance 15. legal advice 16. family counselling 17. women's shelter 18. employment 		

<p>Community orientation services such as;</p> <p>19. bus tours</p> <p>20. HOST program</p> <p>21. LINC program</p> <p>22. Internet services (Settlement.org)</p> <p>23. ISAP</p> <p>24. other</p>		
<p>Life skills programs on how to use the;</p> <p>25. telephone</p> <p>26. computers</p> <p>27. transportation</p> <p>28. hospital</p> <p>29. banking</p> <p>30. shopping</p> <p>31. provincial health system and other health services</p> <p>32. recreation facilities</p> <p>33. religious services</p> <p>34. other</p>		
<p>Schooling, including;</p> <p>35. High school/College/University courses</p> <p>36. Distance education</p> <p>37. Internet based learning</p> <p>38. other</p>		

<p>Orientation, language and related assistance, such as;</p> <p>39. Assistance to complete health insurance applications</p> <p>40. Interpretation and translation services</p> <p>41. Escort services to assist in settlement</p> <p>42. English language assessment to prepare for English language instruction</p> <p>43. English as a second language instruction</p> <p>44. Employment assistance such as resume writing, cover letter writing, job search skills</p> <p>45. Public education on multiculturalism, intercultural communication, cultural sensitivity, race relations, racism and human rights</p> <p>46. Citizenship classes</p> <p>47. Multicultural festivals</p> <p>Other services:</p> <p><u>48.</u></p> <p><u>49.</u></p> <p><u>50.</u></p>		
--	--	--

13. If you did not access all the services listed above, can you indicate why not? (Mark any of the statements listed below if they seem to reflect your situation.)

- I did not need these services
- I did not know these services existed
- I did not know how to communicate my needs
- I could not travel to access these services
- Other (please explain)

14. Please indicate which of these services were the most difficult to access. Tell us what made it difficult for you to access these services.

15. Please indicate which of the services were the easiest to access. Tell us what made it easy for you to access these services.

16. What type of settlement information and services did you need, but were unable to access?

17. How could the service delivery agencies improve their services?

18. Name the person who was most helpful to you in settling into Canada. What was your relationship to this person?

19. Name the organization that was most helpful, and discuss how they were helpful.

20. Indicate anything else that was helpful in your settling in Ontario (or the town being studied).

21. If you were to be in charge of settlement services in Ontario, what would you do differently to help people settle into small towns in Ontario more easily?

22. Additional comments?

Thank you very much for your time.

3.0 Focus Groups with Service Providers

The focus groups will assist in the identification of models of delivering services to small towns and rural areas that are efficient, cost effective and facilitate the provision of services to small groups that are separated by significant geographical distances.

3.1 Population to be Studied

Organizations that aid in the delivery of settlement services, including those not funded by CIC, OASIS, will be the target population for this study.

3.2 Geographical Focus

Two focus groups will be conducted. One will take place in Timmins and the other in Dryden. Timmins is considered to be in Northeastern Ontario, while Dryden is in Northwestern Ontario. The focus will be on agencies that deliver settlement services to newcomers in Timmins and Dryden. This may include agencies outside the focus group location. For example, the focus group could include agencies located in Thunder Bay

that serve newcomers residing in Dryden.

3.3 Generic Settlement Program Model

The following is a generic program model for a settlement service delivery agency. This generic model will be used as a basis of comparison during the focus groups. It includes a comprehensive list of the services that could be made available to newcomers.

The objectives of a newcomer to a Northern Ontario location are presented here based on the literature review conducted previously. These objectives are separated into short-term and long-term objectives of a newcomer. The most common barriers and facilitators to obtaining the objectives are also provided.

Short-Term Objectives:

- Acquire adequate housing, food, and clothing
- Enrolment in ESL course / acquire basic English language skills
- Acquire basic life skills
- Preparation of resume
- Acquire job search/interview skills
- Referrals to other service providers
- Employment counselling and training

Barriers & Facilitators:

- English language skills
- cultural barriers / orientation
- availability of service providers
- accessibility to services
- mandate of service organization(s)
- work experience, vocational skills
- immigration status
- racism/discrimination

Long-Term Objectives:

- Skills upgrading
- Acquire meaningful and adequate employment
- Proficiency in English language
- Citizenship
- Family reunification
- Social/political participation in mainstream society

Barriers & Facilitators:

- lack of experience in Canadian workplace
- recognition of professional qualifications
- racism/discrimination

A list of the resources necessary for an agency to provide a comprehensive settlement service delivery system is provided below.

Resources:

- Personnel: Immigrant Settlement Adaptation Program (ISAP) Worker(s)
Language Instruction for Newcomers to Canada (LINC) Assessor(s)
Volunteer coordinator
Fundraising coordinator
Public relations coordinator
- Volunteers: Interpreters/translators
Board of Directors
General membership
Other roles such as form filling, orientation, tutoring, etc.
- Equipment: Telephone / fax / computer / Internet capability
Audio-visual equipment
Photocopier
Resource library
Administration space
Meeting / classroom space
- Financial: Budget / Funding sources

Program Components:

- Promotion
- Settlement services
- Community Education / Outreach
- Monitoring & Evaluation

Program Activities:

- Promotion of services and activities – advertising in local media, affiliation with other community service providers, monthly newsletter, sponsoring community events
- Provision of information on community organizations and services
- Provision of information on government services (General Welfare, Family Benefits, Unemployment Benefits, Workers' Compensation, Canada Pension Plan, Health coverage, Public education and school enrolment, Driver's Licenses)
- Referrals for accessing food, housing, clothing, social assistance, legal advice, family counselling, women's shelter, employment, etc.
- Assistance with completing applications – health insurance
- Community orientation services – bus tours / HOST program
- Life skills program – use of telephone, use of computer, hospital, banking,

- shopping, health education, recreation, religion
- Interpretation / translation & escort service
- English language assessment – preparing for English language instruction
- English as a Second Language instruction
- Employment assistance - preparing for the workplace (resume, cover letter, job search)
- Education – public education on multiculturalism, intercultural communication, cultural sensitivity, race relations, racism and human rights
- Citizenship classes
- Multicultural Festival
- Needs assessment of newcomers/client base
- Evaluation of program activities

3.4 Achieving Project Objectives

The organizations involved with the focus groups will send documentation regarding their program activities to the consultant in order to provide background information to the focus group process.

The focus group sessions will identify any potential gaps in program services, as well as recommending potential alternatives that may be required to fill them. Alternative models of delivery will be discussed with focus group participants, followed by their feedback on the alternatives. The focus group will last for 3.5 to 4 hours. The focus group will have the following components.

3.4.1 Identification of settlement services available and gaps in services (1 hour discussion)

The generic program model will be used to facilitate discussion and to act as a checklist for identifying gaps in services.

- What types of settlement services are currently being offered in this area?
- Who is accessing these services?
- How large is the service area – what communities/municipalities are served from this location?
- Who are the agencies/individuals providing the services?
- What methods of service delivery are currently in use and for what types of services? In-person counseling, telephone, self-directed information/education, Internet, etc.

3.4.2 Effectiveness of service delivery (1 hour discussion)

- How effective would you rate the mechanisms currently being used for delivering services? (strengths & weaknesses)
- What changes would facilitate more effective and efficient delivery of services?

3.4.3 Overview of some alternative methods of delivery (1 hour discussion)

- Discussion of alternative methods in use or planned
- “Settlement.org” – electronic data base featuring information & resources for immigrants
- VolNet – emphasis on Internet
- Home Study – correspondence via phone/Internet or hard copy reading materials
- Discussion on strengths/weaknesses in Northern Ontario context
- Other methods identified by focus group participants

3.4.4 Aspects of an effective & efficient service delivery program in Northern Ontario (1 hour discussion)

- What elements should be included to ensure effective and efficient service delivery?
- What elements should be avoided?

Appendix C: Report on One-on-one Interviews with Immigrants in Timmins

This section presents findings from the one-on-one interviews with immigrants in Timmins. The presentation of information in this section follows the general structure of the interview protocol for immigrants (Appendix B).

Background Information - Respondent Profile:

1. An interview was conducted with a forty-two year old male. He speaks Polish and Russian, but no English. He immigrated from the Ukraine in April, 1999 on a work visa and became a landed immigrant in December of 1999. In February 2000, he was joined by his wife, forty years of age, along with a son (17 yrs) and two female daughters 15 and 6 yrs). He lived in Toronto for a brief time but has spent the bulk of his time living in Timmins. He is university educated, with degrees in forestry engineering and theology. He currently works as a priest in a Timmins parish, which is scheduled to close in the autumn of 2001. He is unsure of where he will live or work after this closure. He did not know English at the time of the interview in May 2001. Family members assisted with translation during the interview.

2. An interview was conducted with a fifty-seven year old woman who immigrated from Poland in December 1999. She speaks Polish, Croatian, Russian and some English. She currently has a low level of English, and was assisted by a cultural interpreter during the interview. She married a Canadian man in 1989 and came to Timmins in 1999. She has one son who is twenty-two years old. He arrived in Canada in 1995. She has only lived in Timmins. She has a college degree in economics. Her son is currently in his first year of university.

3. An interview was conducted with a twenty-four year old female who immigrated at the end of 1999 from Poland. She had been to Canada in 1996 to visit her mother on a visitors visa. During that time she met a man from Timmins, and they married in Poland and she came to Canada in 1996 to live with him. They have no children. This woman knew some English when she arrived in Canada since she studied English while at high school in Poland. She presently speaks English fluently. She studied at the College level in Poland.

4. An interview was conducted with a fifty-two year old male who immigrated with his wife and two children from India in 1997. He speaks Hindi and English. He remained in Toronto for two years upon arriving in Canada. He then spent one year in Port Elgin and moved to Timmins during the first month of 2001. He works for Ontario Power Generation in Timmins. He has a Bachelor's degree in engineering from India. His daughter is nineteen and his son is sixteen.

5. An interview was conducted with a seventeen year old female who immigrated from India in 1997. She speaks Hindi, English, Punjabi and Sanskrit. She moved from India to Timmins after being adopted by her aunt. She has completed grade twelve high school. She did not know English when she arrived in Canada, but is currently fluent.

6. An interview was conducted with a thirty-eight year old male who immigrated from India in 1998. His first language is Oriya, and he also speaks English and Hindi. He first came to Canada on a student visa to obtain his Masters of Business Administration in New Brunswick. He completed the degree in one year and moved to Kirkland Lake, where he remained for a further year. He worked at the College in that area. He transferred to the College in Timmins in 2000.

7. An interview was conducted with a twenty-eight year old woman from the Philippines who immigrated in 1999 to become a live in care-giver in Timmins. She will remain in Timmins for at least two years. She knew English when she arrived. Her first language is Tagalog. She has a teaching degree obtained in the Philippines. She has two children that are currently living in the Philippines.

8. An interview was conducted with a thirty-four year old woman from Australia who immigrated to Canada in 1996. She has permanent resident status as she does not wish to give up her Australian citizenship. Her first language is English and does not speak any other languages. She married a Canadian man from Timmins whom she met while he was working in Australia. She has a college degree from Australia. She has two children, aged thirteen and eleven, who are currently living in Australia.

9. An interview was conducted with a thirty-seven year old male living in Timmins. He moved to Canada from Poland in 1989 after being sponsored by his brother. His first language is Polish, and he speaks English, French and Russian. He lived in London Ontario for four years upon arriving in Canada. He then lived in several locations including Quebec City, Trois Pistols, Thunder Bay, and Montreal before moving to Timmins in 1999. He is university educated and obtained his degree in Canada. He is currently married to a Canadian woman and has no children. He is a classically trained musician.

Services Accessed:

Citizenship and Immigration Canada

Several respondents have acquired their citizenship and several others are in the process of acquiring their citizenship. Some of these respondents were assisted by family members. One respondent obtained information over the Internet. Another respondent phoned the immigration office in Sudbury for information. When she received the 'kit', she applied for landed immigrant status and completed the forms by herself. One respondent applied for citizenship in London, Ontario.

General Welfare

Several respondents accessed specific programs as detailed below.

Family Benefits

One respondent and his wife applied for family benefits with the assistance of parishioners at the church where he works. Another respondent applied for family

benefits in Toronto. He recalls the HRDC office in Toronto telling him about this program.

Unemployment Benefits

One respondent has not used unemployment benefits, although his wife used the program for six weeks while they were living in Port Elgin. He could not recall how he learned about the program. Another respondent indicated that he has had periods of unemployment, but has not qualified for unemployment benefits.

Workers Compensation

None of the respondents accessed services related to this program.

Canada Pension Plan

None of the respondents accessed services related to this program.

Accessing a Doctor

The respondents located family doctors in Timmins through a variety of ways:

- Parishioners assisted in finding a family doctor
- Through a friend or family relation who also immigrated into Timmins
- Through a spouse
- Through the assistance of the local College where he works
- Through the immigration office in Sudbury, which sent her the names of two doctors located in Timmins as part of a “kit” to immigrate.

One respondent noted how she was shocked to learn of the doctor shortage in Northern Ontario. Recalling her experience in Australia, one would normally just call a doctor to set up an appointment. When she called a doctor from the phone book, she was informed by the receptionist that the office was not accepting patients at the time. She was not informed by anyone, not even the OHIP office, that this was common practice in Ontario. Two respondents have not been able to find a family doctor.

Public Education and School Enrolment for Children

For those respondents who needed to enrol their children in school, friends were often relied on to help them through the process. One respondent was assisted by the Timmins Learning Centre.

Driver's Permit

Several respondents obtained their drivers permit through their own efforts while several others received the assistance of friends and family members. One respondent was assisted by her employer who drove her to the test centre. Two of the respondents have yet to obtain driving permits. One respondent noted that she was afraid to write the test.

Food

None of the respondents accessed food bank services.

Housing

Respondents accessed housing through a variety of ways:

- One respondent lives at the parish where he is employed.
- One respondent found a place to live by accessing the City of Timmins and the Timmins Daily Press websites (www.city.timmins.on.ca , www.timminspress.com).
- One respondent was assisted by friends in Thunder Bay.
- One respondent obtained list of housing opportunities from the College where he works.
- One respondent lives with her employers as a condition of her stay in Canada.
- Several respondents were assisted by extended family members.

Clothing

None of the respondents reported accessing clothing.

Legal Advice

None of the respondents have sought legal advice. One respondent works for a lawyer and another respondent is aware that her husband has a lawyer.

Family Counselling

None of the respondents have sought family counselling nor did they indicate a need for family counselling.

Women's Shelter

Four female respondents indicated that they were aware of the shelter but have not required the service. One female respondent was unaware that a shelter existed.

Employment

As detailed below, the respondents found employment through a variety of ways:

- Found employment as a priest, but desires further employment. He went with a friend who speaks his language to the employment centre. His friend acted as translator. He was directed to a computer, but neither he nor his friend, had the English language skills and computer skills to effectively access information. They did not ask for further assistance. He continued to look for work by going to companies directly and asking for work. He went to companies where he had heard there were people that spoke Russian or Polish. He has been unsuccessful in finding further employment. Financially, he reports that life is very hard.
- Gained employment through a friend.
- Accessed the HRDC website to look for work from home. Her husband told her where to look. This route was unsuccessful in finding employment. She used the Job Connect program to find her first two positions. She was provided with information regarding resume writing and job search skills through the Job Connect program.
- Found employment prior to arriving in Timmins. This position was the reason for his move to the area. His wife will at one point be looking for work, but her English language skills are limited. She is currently volunteering at the Timmins Learning Centre in order to improve her English.

- Worked for the last two years part time. She obtained her position through friends of her aunt.
- Searched for employment at the HRDC job bank in New Brunswick after completing his Masters of Business Administration. He has used personal contacts to obtain jobs since then.
- Cannot work outside of the care giving position she currently holds.
- Did not work for the first year after arriving in Canada. She volunteered for six months as a bookkeeper. She is currently employed as a bookkeeper. She did attempt to find work at HRDC in Timmins. She used the computers at HRDC and called a phone number for "Job Connect" which offered a voice recording of current openings. She stated that the staff at HRDC did not offer to provide personal assistance.
- Found a job with a symphony in Timmins. He has used the services of HRDC in the past. He has not used the Internet to find work. He found a job at Radio Canada through a friend.

Community Orientation Tours

Only four of the respondents had an orientation trip around the community when they first arrived with the assistance of family members.

HOST Program

None of the respondents have accessed Host related services.

LINC Program

None of the respondents have accessed LINC related services.

Internet Services (Settlement.org)

None of the respondents have accessed Internet based settlement services such as Settlement.org.

ISAP

None of the respondents have accessed services offered through ISAP.

Telephone

Many of the respondents arranged for phone service on their own or through a family relation.

Computers

Three respondents had a working knowledge of computers prior to arriving in Canada. Four respondents have learned about computers since arriving in Canada. Two respondents indicated they had limited or no experience with computers.

Transportation

Five respondents learned about the local transportation system on their own. The remaining four respondents received assistance from friends or employers.

Hospital

Only two of the respondents received assistance in accessing medical attention at the hospital. One respondent was helped by a family member while the other was assisted by a volunteer with the Timmins Learning Centre. Four respondents went to the hospital on their own initiative and three respondents have never required service from the hospital.

Banking

Most respondents learned of the banking system on their own. Two individuals had the assistance of family relations. One respondent went to the bank and heard a staff person speaking Polish. She assisted him in opening an account.

Shopping

Only two of the respondents received assistance in learning how to shop in Canada. The assistance was provided by a friend or family member.

Provincial Health System and Other Health Services

Most of the respondents learned of the Ontario health system and services through a family relation or independently through newspapers and television. One respondent noted that he remained uncertain about how the Ontario health system works. He does not know how to get a doctor and he indicated that no one has explained the process to him.

Recreational Facilities

Several of the respondents use the local recreational facilities. Four respondents located the facilities on their own while two others were assisted by a friend or a spouse. Three respondents are unfamiliar with the location of recreational facilities and the activities they offer.

Religious Services

Two respondents indicated that they attend religious services on a routine basis. One of these individuals is a priest.

High School/College/University Courses

A number of the respondents have accessed formal education courses since arriving in Canada:

- A French language course from a school in Timmins. She found out about the course through her husband.
- An Autocad class in Toronto. He obtained the information via telephone on his own.
- Attending high school currently. Her aunt assisted with enrolling her in grade eight at a primary school in Timmins. She stated that when she arrived she did not know English, but that the teachers were very supportive and helpful.
- Arranged to do Masters program in New Brunswick using the Internet while in India. He believes the site he used was the Canadian Education Centre Network. The Canadian High Commission in India helped with the paperwork and provided

information.

- Attended a French course at College Boreal in Timmins. She heard about this opportunity from friends at work. She is also interested in taking a web-design course she heard about at work.
- Studied music composition at McGill. He arranged this on his own.
- Believes that she is not permitted to attend school until a certain time. This was “in the work contract” when she came to Canada.

Distance Education

None of the respondents have accessed distance education programs.

Internet-based Learning

One respondent was able to purchase English-language tapes from the Internet through a friend. However, he does not use the tapes on a regular basis.

Assistance to Complete Health Insurance Applications

Respondents typically completed the applications on their own or with the assistance of another family member. One respondent was assisted by a parishioner at his parish. A Ukrainian lawyer also assisted him. He found this man through Ukrainian newspapers in Toronto. He stated that he had no problem finding someone to provide assistance as there are many Ukrainians living in Toronto.

Interpretation and Translation Services

None of the respondents have accessed formal interpretation services in Timmins.

Escort Services to Assist in Settlement

Although no formal escort services are available, several respondents were escorted to access services with the assistance of friend and/or family members.

English Language Assessment to Prepare for English Language Instruction

Only one of the nine respondents participated in an English language assessment.

English as a Second Language Instruction

A formal ESL program is not available in Timmins. One respondent did not require ESL instruction upon arriving in Canada. He had already taken the Test of English as a Foreign Language when in India. Several respondents have managed to access some form of English language instruction. Two respondents meet with a volunteer at the Timmins Learning Centre for English ‘chats’, twice a week for a total of four hours per week. One respondent took ESL in London, Ontario when he first arrived for five hours per day, five days a week for four months.

Employment Assistance such as Resume Writing, Cover Letter Writing and Job Search Skills

As noted above several respondents used the computerized HRDC job bank to search for jobs. Some of these respondents accessed the service with little or no assistance. One respondent noted that his limited English skills prevented him from using the

HRDC job bank service effectively. Only two respondents received formal training in resume writing and job search skills, which was part of their school curriculum.

Public Education on Multiculturalism, Inter-cultural Communication, Cultural Sensitivity, Race Relations, Racism and Human Rights

None of the respondents accessed this type of information.

Citizenship Classes

None of the respondents attended Citizenship classes.

Multicultural Festivals

Several of the respondents indicated that they attended the Multicultural festival in Timmins.

Personal experience in accessing services:

Which services were the most difficult to access?

Which services were the easiest to access?

Several respondents noted that they experienced few or no difficulties in accessing the services they required. However, several respondents expressed serious concerns about the availability and delivery of services:

- Would like to access ESL instruction, but this is not available in Timmins. He is aware that his English is extremely poor. He stated that in Timmins, “they teach English people French and French people English”, and this is all that is available.
- ESL instruction has been impossible to access. She receives four hours of informal English language conversation per week offered by a volunteer. She wishes she could access professional ESL instruction. She also wishes she could have assistance in obtaining her driver’s licence.
- She feels lucky that she had English language skills when she arrived in Canada. She works with another woman from Poland who cannot communicate in English, so she is aware of the challenges other newcomers face when they arrive in Timmins.
- The most difficult service to obtain is a family doctor. He has used the services of a walk-in clinic, but would like to find a doctor. The doctor shortage in Timmins is his only barrier in obtaining a family doctor.
- She found the system of obtaining identification quite bureaucratic. She had to get identification with her address on it before she could get a bank card or a Social Insurance Card, but could not get anything (even a library card) without some other piece of identification with a Canadian address on it. She married within ninety days of arriving and had to get all new cards with her married name. This again, was very time consuming.

What is the most difficult thing about living in Ontario/Northern Ontario?

- The most difficult challenge is communication. “If I spoke English, it would be one hundred percent easier. Everyone knows English and no one knows Ukrainian.

Ukrainian people who come to Canada are willing to work hard and Canada allows them to do that. Ukrainian people come here to have a good life and to work hard and live good" (sic).

- She greatly appreciates the assistance offered by the volunteer who attempts to teach English, she recognizes that her communication in English is poor. This is the most difficult thing about living in Ontario.
- She does not like her current employment situation. She stated that she is College educated and speaks English quite well, but works as a waitress. She blames this on the lack of jobs available in Timmins.
- He indicated that getting his first job in Ontario was the most difficult thing upon arriving. He stated that he had twenty years of experience in his field in India, but people seemed unwilling to "give him a try". He suggested that the people he was trying to work for did not give credit to his work and degree obtained in India. Employers want "current experience in Ontario". He went on to say that this was only a problem for him initially. Once he was given a chance and was able to build his experience in an Ontario setting, he no longer experienced these difficulties.
- She stated that leaving her family behind in India was the most difficult thing she has ever done. She also stated that learning English took time and it was a challenge. She found this period of her life, during which she could not communicate, quite difficult.
- He suggested that the culture shock upon arriving in Canada was the most difficult part about moving here. He stated that he "knew English, so that made it much easier."
- She expressed that being away from her family is the most difficult thing about living here. She stated that she has had no problems and that Canada "has been good to her".
- He stated that the hardest thing about moving here was the language and cultural barriers. He stated that he would avoid obtaining services if he could not communicate. He also missed out on services because he did not know they were available. For instance, he did not know about the availability of social assistance.

How could the service delivery agencies improve their services?

- Offer ESL.
- Offer English language instruction in Timmins.
- Service delivery agencies could improve their services by talking to the newcomers and asking about their personal needs.
- Obtaining official papers and identification should be made easier.
- Improve ESL instruction by teaching people about "practical things" such as finding a job. The course materials and content are out of date and uninformative. (This person is referring to an ESL program taken outside Cornwall.)

Name the person most helpful to you in settling in to Canada. What is your relationship to this person?

- One respondent indicated a parishioner who speaks his language.
- One respondent indicated a volunteer from the Timmins Learning Centre.
- Several respondents indicated a family member.

- One respondent felt that he helped himself the most.

Name the organization that was the most helpful and discuss how they were helpful.

Reference was made to only a few organizations and the level of help varied from somewhat helpful to very helpful:

- A church organization was somewhat helpful
- A university in New Brunswick was somewhat helpful.
- One respondent noted that HRDC was the most helpful organization as they helped speed up the immigration process for her.
- A group of co-workers

If you were in charge of settlement services in Ontario, what would you do differently to help people settle into small towns in Ontario more easily?

- Several respondents pointed to the need for a local ESL program.
- One respondent suggested offering a weekly session where all newcomers could meet together to learn about life skills and other information pertinent to their situation. They could also practice their English skills together.
- One respondent suggested setting up a series of workshops for immigrants to learn about cultural emersion and share life experiences in order to make the transition easier. The sessions could also serve to introduce newcomers to service providers.
- One respondent suggested attempting to provide more job search skills and job opportunities to newcomers. He said that the real barrier to success in Canada is learning "how people function."

Additional comments

- A respondent indicated that he would be interested in taking courses in English through distance education. Videotapes would also be helpful.
- A respondent would like to know more about employer/employee rights and obligations.
- A respondent noted the difference in services available to newcomers between 1989 and now. He received around three hundred dollars per month while he was taking ESL, but believes this is no longer offered. He suggested it must be a lot harder now for newcomers to become oriented to living in Canada.

Appendix D: Service Provider Profile - Timmins

The information presented in this profile follows the general structure of the focus group protocol for service providers outlined in Appendix B.

The focus group included the following participants:

- An Ontario Works Supervisor with the District of Cochrane Social Services Administrative Board
- The Executive Coordinator of the Literacy Network Northeast
- A Program Coordinator, Reproductive and Child Health, from the Porcupine Health Unit
- A Counsellor and French Language Services Coordinator from the Timmins and Area Women in Crisis
- The Director of the Timmins Multicultural Society
- The Head of Public Services of the Timmins Public Library
- A Programs and Services Officer from the Timmins Human Resources Centre Canada
- The Director of Volunteer Services of the Timmins Community Mental Health Centre

In addition to the focus group, one-on-one interviews were conducted with the following service providers who were unable to attend the focus group:

- A Professor and International Education and Training Advisor from Northern College, who is also a member of the East Indian community in Timmins
- The Executive Director of the Timmins Learning Centre
- The Coordinator of the Programs in Adult and Continuing Education (PACE)

A. Timmins Learning Centre

Goal

The Timmins Learning Centre is a not-for-profit community organization that delivers, supports and promotes the following programs in the Timmins area: Adult Literacy, Adult Numeracy and Family Literacy.

Funding

The Timmins Learning Centre is funded by the Workplace Preparation Branch of Ministry of Education and Training. Prior to 1992 the Centre received government funding to provide ESL courses. When the funding was terminated the Executive Director of the Centre realized there was no other way to support an English language training program and it was decided that the course would only be offered on a fee-for-service basis.

Services Provided

The Centre offers help with reading, writing, math and basic computer skills to adults

from zero to grade eight levels. A small group is offered in the afternoon, and a large group in the morning. Adults receive help with reading, writing and math in a group setting. There is a literacy instructor leading these groups and volunteers who work within the group on an occasional basis.

A ten-week, forty-hour course called Learning and Reading Partners is also offered during the evening for parents.

Volunteers with the program offer one-to-one tutoring in the day or evening to assist students with reading, writing and math. The time and place for these sessions are worked out with the learner and the volunteer. Child-care is provided on-site for those enrolled in classes.

Services Specifically Provided to Newcomers

The Timmins Learning Centre does not offer any regular programs for newcomers. The Centre offers English language training on a fee-for-service basis. The Executive Director of the Learning Centre has a degree in ESL training. A multinational mining firm (Falconbridge) has paid the Centre to provide an English language course to three of its international employees, as well as their wives. Two classes, one for men and one for women, began in January 2001 and ran for five months. The women's class involves a lower level of English knowledge and focuses mainly on community issues (i.e. explaining the education or health system), while the men's class focuses on business-related skills involving office protocol, email communication, public speaking and chairing meetings. Both classes are offered one day a week for three hours.

Less formal English language training is offered through a volunteer at the Centre who is untrained in English language training. The volunteer meets with the newcomer a couple hours each week.

The Timmins Learning Centre is the unofficial place where community members refer newcomers. According to the Executive Director, the Centre receives six to ten requests for English language training per year. This is somewhat surprising since the organization has spent almost a decade informing people and organizations in town that ESL is no longer offered. As the Executive Director suggests, "people have long memories in this town".

Most of the requests for ESL come from French Canadians, immigrants that have lived in Canada for some time, and visitors. The Executive Director stated that if she were to offer a class to older immigrants it would be quickly filled.

The Executive Director also suggested that when they have attempted to put an English language learner into a literacy course, it has not worked. The materials for the class may be similar for ESL and literacy, but the learning itself is not.

Service Area

The service area for the Timmins Learning Centre is Timmins and area.

Recipients of Services

People seeking reading, writing and math skills. English language learners are only served on a fee-for-service basis.

Service Delivery

Morning and afternoon classes are available in both small and large groups (depending on the number of students enrolled). Programs are individualized to the needs of learners but they are not specifically designed for students with limited English language skills. One to one tutoring is also available. The program is offered seven hours per day, five days per week, from September to June.

Strengths in Providing Services to Newcomers

- The Centre has a staff member who is trained in providing ESL instruction.
- The Centre has an established reputation in the community as the place where newcomers can receive services.
- The Centre is receptive to helping newcomers.

Weaknesses of the Organization in Providing Services to Newcomers

- Courses and programs offered through the Centre are not specifically designed for newcomers.
- The Centre is no longer receiving government funding to provide English language training, as a result English language courses are now based on fee-for-service.
- Volunteers are not trained to assist with English language training or to offer other services that address the specific needs of newcomers.
- Placing newcomers in literacy classes does not substitute for English language training.

B. Programs in Adult and Continuing Education (PACE)

Goal

Programs in Adult and Continuing Education (PACE) is a satellite of Timmins High School. The goals of this educational facility are to offer Credit Programs, as well as a Literacy and Basic Skills Program.

Funding

The Timmins Board of Education funds the regular high school credit courses. PACE Literacy & Basic Skills is funded by the Ministry of Education and Training and is supported by the District School Board of Ontario North East.

Services Provided

PACE provides full-time and part-time Credit Programs for students who wish to earn Ontario Secondary School Graduation Diplomas. Maturity credits may be granted for life and work experience. Equivalency or apprenticeship credits may be granted for

some courses taken outside the regular secondary school system. Life skills and work skills can be gained in the following areas: Parenting, Law, Career Planning, Resources Management, Well-being, Merchandising and Business Technology. The courses are offered for about five hours per day, five days per week, from September to June.

Review and upgrading in English and/or math before beginning new credits is available through an individualized, non-credit literacy program. Literacy students may also take basic level independent study courses. PACE Literacy & Basic Skills (LBS) Program offers upgrading for high school credits, continuing education, employment services and LBS levels three, four and five.

Services Specifically Provided to Newcomers

An ESL course was at one time offered at PACE. Currently, no services are offered specifically to newcomers, although newcomers do use the services of PACE on a sporadic basis. The Coordinator of PACE stated that over the last four years there have been an average of four requests for ESL per year. These people were not referred to any other institution, as no ESL course is offered in Timmins.

The Coordinator stated that immigrants that have been in Canada long enough to learn English are allowed to attend literacy classes. The coordinator noted that these people are usually quite literate in their first language, and have different attitudes and experiences with learning. As a result, she stated that it is hard to create a program that meets the needs of both groups.

High school level credit English courses have been taken by immigrants (who have been in Canada a significant amount of time) to improve their English.

Service Area

The service area for PACE includes Timmins and area.

Recipients of Services

The PACE Literacy & Basic Skills Program is available to people over the age of nineteen seeking reading, writing and math skills.

Service Delivery

PACE Literacy & Basic Skills classes are offered in a small classroom setting, with individualized self-directed programs that offer instructor assistance. The literacy classes are offered three hours per day, five days per week, from September to June.

PACE also offers Credit Programs in the classroom. There are full-time and part-time courses offered on site. PACE also offers credits through other means. These include home study, independent study and correspondence. Home study is done exclusively at home, but local teachers provide evaluation and assistance concerning student progress. Independent study involves completing assigned units of work at home, but student come to the school during regular school hours to do some self-marking of lessons. Students can meet with their teacher a total of ten hours throughout the

course. Exams for independent study are written at the PACE Centre. Correspondence courses are available through Timmins Independent Learning Centre (ILC) access site. Students mail in their lessons.

Strengths

The PACE Literacy & Basic Skills Program offers a small classroom setting and individualized self-directed programs with instructor assistance. It is used by immigrants that have learned English to some extent, but wish to improve their language skills.

Weaknesses

New immigrants who do not know English cannot access these services.

C. Northern College Program of College and Career Preparatory Studies

Goal

Northern College, North Region, has a College and Career Preparatory Studies program, formerly known as Literacy and Basic Skills.

Funding

Funding is provided by Ministry of Training, Colleges and Universities.

Services Provided

The Northern College and Career Preparatory Program offers the following services:

- Academic upgrading (LBS levels 3, 4, 5 and OBS 4)
- Workplace Literacy and Numeracy

Northern College also offers, as part of the LBS, a Living Skills Program, which offers low level literacy for adults with developmental disabilities.

Services Specifically Provided to Newcomers

No specific services are provided to newcomers by the Northern College College and Career Preparatory Program. A representative from the program stated that she had received three requests for English language training in the past year.

Service Area

The Northern College, North Region, service area includes Timmins and area (Iroquois Falls and Cochrane.)

Recipients of Services

Clients include:

- Living Skills Program: learners who require one-to-one instruction due to learning challenges or low literacy skills.
- College and Career Preparatory Program: self-directed learners, learners

- preparing for further education, learners who require upgrading in preparation for grade ten credit activity and those requiring upgrading to complement their OSSD credit activity. Clients are often unemployed and/or Ontario Works clients seeking employment and/or people working toward further education or training in the post-secondary stream.

Service Delivery

The College and Career Preparatory Program offers large classroom settings, along with private work stations and peer tutoring. Self-directed programs with instructor programs are offered. The program is offered five days per week, eight and a half hours per day, September to June.

The Northern College Living Skills program offers one-to-one coaching in a small group setting. This is offered six hours per week, September to June.

Strengths

This program offers fast paced, individualized program curriculum to facilitate goal acquisition in a minimum amount of time.

Weaknesses

This is not the best program for learners with low self-confidence, weak basic skills and poor working habits. It is not ideally suited to newcomers.

Summary of Literacy Programs in Timmins

In Timmins, English-language literacy programming is provided by the Timmins Learning Centre, the PACE Literacy & Basic Skills Program and Northern College (described above). A fourth organization, the Timmins Native Friendship Program, focuses on urban Aboriginal people and learners comfortable in a First Nation's setting. No program overlaps were identified. Each program serves learners with specific needs that cannot be obtained elsewhere due to literacy levels, time frames or cultural amenities. The literacy agencies meet regularly to ensure that there is no duplication of services. They have developed a "referral protocol" to help social service agencies, employers and interested students choose the appropriate agency. All of the agencies perform in-depth assessment and will refer the student to a more appropriate agency if necessary.

French literacy programming is provided by Centre Alpha de Timmins, Centre d'éducation permanente and College Boreal.

At present, most of the literacy agencies in Timmins area are working at full capacity. Several agencies have waiting lists of learners wishing to start an LBS program. Referrals from stakeholders and enquiries from self-directed learners are constant.

A gap in English language training has been identified in the Timmins Literacy Service Plan, developed by the Literacy Network Northeast. This plan states that "there is a

continuing need for ESL classes. Learners requiring ESL classes have no particular agency to contact, consequently these learner needs are identified in the LBS Information & Referral service.”

D. Timmins Volunteer Centre

Goal

The Volunteer Centre maintains a list of volunteer opportunities, recruits and refers volunteers, provides consultation for agencies using volunteers, acts as a resource centre and promotes volunteerism.

Funding

The Timmins Volunteer Centre was started with a grant from the Secretary of State and now is supported by the Porcupine United Way and by other methods of fundraising.

Services Provided

The Volunteer Centre maintains a job board which features a wide variety of choices - usually between eighty and one hundred-fifty jobs. Volunteer jobs include tutoring, driving, hospitals, crafts and recreation, counselling, clerical, one-to-one visitation, sports, mentally or physically challenged, cultural, childcare, seniors, fundraising, special events, committee work, etc.

Services available from the Timmins Volunteer Centre include:

- Recruitment/referral of volunteers
- Consultation services to programs using volunteers
- Training for volunteer coordinators
- Training of volunteers
- Sale of volunteer recognition supplies
- Resource library on all aspects of volunteerism
- Wishbook
- Newsletter - “Volunteer Vibes”
- Community information directory
- Information and referral service where members of the public are referred to appropriate services within the community
- Free income tax and form filling service for seniors and others on a low income

The Timmins Volunteer Centre also compiled and provides an Information Directory for all organizations in Timmins and surrounding area. The Directory lists primarily government programs, voluntary community services and organizations that provide human services.

Services Specifically Provided to Newcomers

In the past year the Volunteer Centre has provided some specialized assistance for newcomers to Timmins. At one point they located a translator for a newcomer during a court case. There is no formal translation service per se, but if a newcomer comes to

the Centre, they will attempt to find a translator.

The Centre also provides an income tax service open to low income individuals, some of which have been newcomers. They also assist people with completing forms.

Newcomers have also come in to the Centre in order to become a volunteer in order to gain experience and improve their English.

The Centre will refer newcomers to other organizations that may provide specialized assistance. They will also attempt to customize services using a variety of organizations to fulfill needs of individuals.

Service Area

The City of Timmins is the current service area, although the Volunteer Centre has plans to go on-line so that they can provide and gain access to volunteer activities in surrounding communities. Once the site is ready, the Volunteer Centre can post volunteer jobs available in Cochrane, Iroquois Falls, Hearst, Kapuskasing, Smooth Rock Falls and Matheson.

Recipients of Services

Many organizations and individuals in Timmins and area benefit from the Volunteer Centre. The Volunteer Centre has between one thousand and one thousand five hundred volunteers between the ages of fourteen and eighty who provide volunteer services in Timmins. Most people volunteer between two to five hours per week.

Service Delivery

The Timmins Volunteer Centre is located downtown Timmins for walk-in service. It is also developing a website to cover communities outside Timmins (see above).

Strengths

The Centre provides specialized services for organizations as well as individuals who require volunteer work. It has provided customized volunteer services for newcomers such as income tax services, translation and volunteer positions to improve English and gain work experience.

Weaknesses

The Centre does not provide regular, on-going services for newcomers. It is usually done on an ad hoc individual basis. The ability for the Centre to serve the needs of newcomers is not well known in the community. This was determined as none of the focus group participants mentioned the Volunteer Centre as a possible source of assistance for newcomers. Furthermore, none of the over thirty-five organizations and individuals that were contacted by the Consultant in Timmins were aware that the Centre is a source of assistance for newcomers.

E. Timmins and Area Women in Crisis

Goal

Timmins and Area Women in Crisis is dedicated to providing support and information on violence against women.

Funding

Timmins and Area Women in Crisis is funded by the Ministry of the Solicitor General.

Services Provided

The type of services Women in Crisis offers is as follows:

- Twenty-four hour crisis line
- Face to face counselling
- Self help groups
- Advocacy support
- Accompaniment to court, police station and hospitals
- Speakers
- Training for volunteers
- Workshops
- Referrals
- Practical assistance, including a clothing exchange and computer access
- Bilingual (French and English) service and some printed material in Cree
- Information packages on sexual assault, date rape and teen violence, sexual harassment, child sexual abuse, incest, pornography, wife assault, stalking, criminal injuries compensation, homophobia, legal aid and elder abuse.
- Other material is available in a variety of languages on wife and sexual assault
- Transportation to and from the Centre is available to low income women

A women's shelter is not available in Timmins. Women needing shelter are referred to Matheson Shelter, which is one hour away from Timmins. This distance has caused problems in the past during the winter due to road conditions. Informal "shelters" (a room in a home) have been provided as an alternative on an overnight basis.

The women's shelter in Matheson provides computers for Internet access (for job searches, etc.) for women staying at the shelter. The shelter also has a clothing exchange for low income women and their families.

According to the representative from the Timmins and Area Women in Crisis, there have been no newcomers living in Timmins that have used the Matheson shelter.

Services Specifically Provided to Newcomers

Written material on wife and sexual assault is available in a variety of languages for non-English speakers. Translation services are obtained via phone from the Toronto Cultural Association when necessary.

The representative stated that, in the past five years, two female newcomers have received counselling and other one-to-one services. Two other female newcomers used the crisis line for assistance. The Toronto Cultural Association was used for translation when needed.

Service Area

The service area includes Timmins and a sixty kilometre radius around Timmins. There is no 1-800 service, although the Crisis Line accepts collect calls from any location. The line is forwarded to a cell phone during the evenings and weekends.

Recipients of Services

Timmins and Area Women in Crisis are mandated to serve females above the age of sixteen. Their priority is sexual assault cases, but they cover all violence against women.

Service Delivery

A crisis line is used to provide emergency services. Collect calls are accepted. Face to face counselling, self help groups and referrals are provided. Public education is delivered through speakers and workshops.

Strengths

Timmins and Area Women in Crisis provides assistance to all females, including newcomers who are victims of wife assault and sexual assault. Written material on sexual and wife assault are available in a variety of languages. The Shelter has used the Toronto Multicultural Association for any translations services needed.

Weaknesses

Outreach to newcomers is made difficult since there is no central location where immigrants can access settlement services.

A shelter is not available in Timmins. Victims who are in need of a shelter must travel sixty kilometres to Matheson, which has been difficult to reach during the winter months.

F. Porcupine Health Unit

Goal

The Porcupine Health Unit provides a variety of services and programs for families, neighbourhoods and communities. They help create a healthy lifestyle in a healthy environment.

Funding

The Ontario Ministry of Health funds the unit, as well as the City of Timmins.

Services Provided

The Porcupine Health Unit provides support by:

- raises awareness about issues that affect health
- providing programs and services that promote and protect healthy individuals
- working in partnership with many community groups, agencies and organizations
- working with policy makers
- offering services in French and English
- The main services provided are:
- Health promotion including reproductive and child health as well as sexual health
- Chronic disease and injury prevention
- Health protection including communicable disease follow-up, vaccination, inspector activities

Services are provided by registered professionals in a variety of disciplines such as nursing, nutrition, dentistry, dental hygiene, health inspection, speech-language pathology, epidemiology, health promotion and health protection.

A popular service is the Healthy Babies Healthy Children Program, which is a free support program for pregnant moms and families with young children up to the age of six. The program provides parents with support and information, and connects parents with community resources as needed. A public health nurse phones new mothers to offer support and answer any questions. A follow-up home visit is offered. Families can also get supportive home visits from a public health nurse and a family doctor as the child grows. The program provides education on breastfeeding, parenting, safety, nutrition, growth and development and community services.

Services Specifically Provided to Newcomers

Newcomers using the services provided by the Porcupine Health Unit and who need translation are assisted via phone by the Public Health Unit in Toronto. The Toronto Public Health Unit will then send written information in the language desired. Some staff members at the Porcupine Health Unit speak a number of languages. This is done on an informal basis.

The representative at the focus group suggested that there have been 10 newcomer families in the last five years.

Service Area

The service area includes the communities in between Timmins, Matheson, Moosonee, Smooth Rock Falls, Kapuskasing, Iroquois Falls, Hearst, Home Payne, Cochrane.

Recipients of Services

Any individual with health needs in their service area.

Service Delivery

Health services are delivered in a variety of places such as in workplaces, schools, restaurants, grocery stores, health professionals' offices, media, public places and events.

Home visits are provided to deliver health programs.

A telephone advice line with public health nurses and public health dieticians is also available.

Strengths

The Porcupine Health Unit is open to everyone, and they make all attempts to communicate if there are language difficulties.

Weaknesses

No weaknesses were identified by the respondent.

G. Timmins Public Library

Goal

The mandate of the Timmins Public Library is “to provide access to timely information, opportunities for enjoyment, enrichment, and life-long learning, and is adaptable to the changing needs of the community.”

Funding

The City of Timmins provides funding for the library. Funding is also provided through the provincial Ministry of Tourism, Recreation and Culture.

Services Provided

Services at no charge include:

- circulating collections of books, magazines, large print books, newspapers, audio-books, sound recordings or CDs and videos.
- Internet access
- interlibrary loans
- government publications
- genealogy and local history
- reference service
- programming for children such as story reading

Fee based services include:

- audiovisual equipment rental
- special order book store
- fax and photocopy services
- used books for sale

Services Specifically Provided to Newcomers

The Timmins Library has written and audio materials for people seeking to learn English. A kit is available for audio tapes and a complementary book to enable someone to learn English independently. Anyone living in the Timmins area can have

access to this material free of charge.

The library also has a story reading program for children and their parents. The representative at the focus group stated that one newcomer attends with her child. Furthermore, there is a children's book section of the library that could be used by adult newcomers to improve literacy and learn English.

At one time the Timmins Library had computers with word processing software that would enable people to write their resumes. This service has been discontinued. Books are available on resume writing and job search skills for independent learners who speak English.

Computer access is available at the library free of charge. Users can use the computers to access the Internet to find employment opportunities provided by HRDC and other job bank sites, as well local newspaper job ads. Web-based government information could also be attained using the library's computers. Printing is also available. The library representative also stated that staff could assist newcomers in completing any forms necessary for settlement.

The Library is also a community referral service for the area. The Timmins Directory is available for use. The focus group participants agree that the library is an approachable "first-stop" for many community services and groups.

Service Area

City of Timmins is the service area.

Recipients of Services

Any resident in Timmins can use the services of the library. Also, any person attending a school, or owning property in Timmins can have access to the library. Temporary membership can also be provided to people who are in Timmins for less than two months. A deposit is returned once the person leaves the area.

Service Delivery

On-site delivery service. E-mail and telephone access is also available. They receive quite a bit of requests for service through the e-mail. The library catalogue is in one database and can be searched on the web.

Strengths

The library has longer hours of operation for which people can access the Internet and other resources. People looking for employment and settlement services on the web can have increased access through the library. In addition, Internet connection at the library is very fast.

The library is a safe and comfortable "starting point" for newcomers to Timmins.

Weaknesses

There are no services specifically targeted to newcomers at the library.

H. Timmins Human Resources Centre Canada (HRCC)

Goal

Consistent with the HRDC goal, the mission of the Timmins HRCC is to enable Canadians to participate fully in the workplace and the community.

Funding

HRDC

Services Provided

The HRDC in Timmins provides the following services:

- job banks
- Internet access
- computer access to develop resumes
- photocopy machine
- fax machine
- job counsellor service

Services Specifically Provided to Newcomers

Services offered through the Centre are directed at the general public.

Service Area

The service area for the Timmins HRDC includes Kirkland Lake to Moosonee, Hornby, Hearst and Kapiskasing.

Recipients of Services

Any individual with employment related needs in their service area.

Service Delivery

The Centre operates as a walk in centre open from 8:30am to 4:00pm Monday to Friday. The Centre features self-serve tools for job seekers (Internet, photocopier, fax, etc.), one-on-one employment counselling and one-on-one client service needs determination. The Centre also delivers the Employment Insurance (EI) program and handles EI claims. Individuals can also access HRDC tools such as the electronic job bank from their home or other sites that offer Internet access.

Strengths

Services are available to all Canadians. Certain job search tools are made available through the Internet.

Weaknesses

The Centre does not offer services specifically for newcomers.

I. Ontario Works

Goal

Ontario Works focuses on preparing people for employment through referrals to basic education, training for new skills, practical work experience, and job placements.

Funding

Ontario Ministry of Community and Social Services

Services Provided

The Ontario Works office in Timmins offers two HRDC kiosks, as well as one-on-one job counselling and resume development. Referrals are made to Job Connect at Northern College in Timmins.

The Ontario Works representative also stated that if a person on social assistance is in an emergency an attempt is made to assist the person. For example, during the focus group, the Ontario Works representative suggested that if a person on social assistance was a victim of wife assault and could not afford transportation to the nearest women's shelter in Matheson, Ontario Works would provide funding for this need.

Services Specifically Provided to Newcomers

According to a representative at the Timmins focus group, three newcomers to Timmins have applied to Ontario Works in the past year.

Service Area

The service area for the Ontario Works program in Timmins is from Kirkland Lake to Moosonee.

Strengths

No strengths were identified by the respondent.

Weaknesses

No weaknesses were identified by the respondent.

K. Job Connect

Goal

The aim of Job Connect is to help people find local job and training opportunities, learn about the jobs that are in demand and the skills they need to do them, and develop effective presentation skills.

Funding

Ministry of Education

Services Provided

The program houses a resource centre which maintains up-to-date job listings from the region, materials to assist in the development of a resume and cover letters, as well as access to an Employment Consultant to respond to any inquiries.

Eligible youth take part in the Employment Planning and Preparation Component (E.P.P) where they are assigned an Employment Consultant who will assist them in developing the tools required in finding and keeping a job.

Timmins employers involved in the program have access to youth that have been prepared to enter or re-enter the labour market. The employer takes part in the On-the-Job Training service (O.J.T). This provides access to training in the workplace related specifically to the individual's career and employment/training goals and available jobs. This service includes training costs incentive, reimbursed to employers, calculated as up to four dollars per hour for training in the workplace.

Public and program related workshops are offered by Job Connect on a regular basis touching on topics such as; Developing a Resume, Interviewing Techniques and Job Search Skills. Northern College of Applied Arts & Technology deliver this program.

Services Specifically Provided to Newcomers

There are no services specifically delivered to newcomers, although they may apply if eligible. Newcomers that do not apply may also participate in public workshops.

Service Area

The service area for Timmins Job Connect is Timmins and region.

Recipients of Services

The program is designed for youth between the ages of sixteen to twenty-four who are out of school or out of work. Program workshops are offered to program eligible candidates only.

Public workshops on Developing a Resume, Interviewing Techniques and Job Search Skills are open to the public at large without restrictions.

Service Delivery

Service delivery includes:

- A resource centre that maintains job listings in the region.
- Written material on job search skills
- One-on-one job counselling
- Information and referrals provided by phone

Strengths

No strengths were identified by the respondent.

Weaknesses

No weaknesses were identified by the respondent.

L. Cultural Organizations

Goal

Varies

Funding

Varies

Services Provided

Although the community of Timmins has a number of multicultural organizations/clubs, few of these clubs appear to offer settlement services.

Multicultural organizations/clubs in Timmins include:

- La Ronde
- Slovenian Club
- Scottish Club
- Irish Club
- German and Austrian Clubs
- Ukrainian Club
- Croatian Hall Society
- Finnish Social Services
- Porcupine Date Club (Italian)
- Polish White Eagle Society
- Chinese Community Centre
- Filipino Club

Of these, the Dante Club and Finnish Social Services attempt to provide some informal English language training on a voluntary basis. Finnish Social Services also provides soup luncheons and senior meals, homemaking and requests for Finnish speaking people.

Services Specifically Provided to Newcomers

Finnish Social Services will provide volunteer translation for Finnish speaking people. They also provide informal welcome and orientation services for new Finnish people settling in Timmins.

The Dante Club has made attempts in the past to assist newcomers from Italy in learning the English language.

Service Area

The service area for most clubs includes Timmins and the surrounding area.

Recipients of Services

Recipients of services have been newcomers from the countries affiliated with the clubs.

Service Delivery

Some informal language training is done on a one-to-one basis.

Strengths

The multicultural groups can provide informal orientation services for newcomers usually in their mother tongue.

Weaknesses

Services are voluntary and based on the “kindness of strangers”, as one focus group participant suggested.

M. Other

Food assistance is available at the South Porcupine Food Bank. Timmins Housing Authority provides assistance with housing. A local church provides assistance with clothing. The Women’s Shelter in Matheson also provides a clothing exchange.

A proposal has been developed to bring together health and social services, education, the local municipality and the private sector under one roof in a innovative facility. The Centre of Excellence in Health Care and a Smart Community Information Centre is an opportunity to increase the efficiency and effectiveness of several provincially supported agencies.

The Centre of Excellence in Health Care will house a coalition of partners including the Canadian Mental Health Association, Cochrane Temiskaming Resource Centre, VON Porcupine, Canadian Red Cross (Homemakers), Community Living, YMCA Day Care Centre, Northern College and some private sector operations. Approximately two years ago, these organizations began discussions regarding the need for a multi-service building. As the project began to develop, more partners expressed an interest, including the public sector and the Public Library. The concept for the Timmins Public Library is that it will be merged into the new Smart Community Information Centre. This Centre will be linked and will share resources with all of the coalition partners.

The members of the focus group indicated that this centre would be a natural location for the centralization of any services available to newcomers to Timmins. The Public Library expressed particular interest in attempting to meet the needs of newcomers wanting to gain language skills and orientation to the city and culture.

Appendix E Report on One-on-one Interviews with Immigrants in Dryden

This section presents findings from the one-on-one interviews with immigrants in Dryden. The presentation of information in this section follows the general structure of the interview protocol for immigrants (Appendix B).

Background Information - Respondent Profile:

1. An interview was conducted with a forty-three year old Dryden woman originally from Switzerland. The interview took place at her home and business, a campground and trailer camp. The interviewee and her husband have owned the business since immigrating to Canada in 1994. Her educational level attained in Switzerland was three years of high school, followed by three years as an apprentice secretary. The interviewee had a fair grasp of English when she arrived in Canada, with fluency in Italian, French and Spanish as well. Her first language is German.

2. An interview was conducted with a married couple from Switzerland. The husband was approximately forty-five years of age. They had visited Canada to see friends in Dryden ten times in the past twenty-five years. They immigrated in 1998 and chose Dryden because of their close connection with these friends. They have no children. The couple had limited English language skills when they immigrated to Canada.

3. An interview was conducted with a thirty-four year old woman who immigrated from Ecuador in 1994. She lived in Winnipeg for a short time, then moved to Dryden, then went to the United States to have her son. She returned to Dryden in 1996. She married a Canadian man and they lived together with her son. Her child is now six years old. She was a victim of spousal abuse and has since left her husband. Her first language is Spanish and she speaks some English. She did not know English when she came to Canada. She has a grade twelve education.

4. An interview was conducted with a twenty-six year old woman who immigrated to Canada in 2000 from Russia. Her first language is Russian and she also speaks Ukrainian and some English. She immigrated to Dryden to be with her Canadian husband whom she met in Russia when he was a tourist. She has only lived in Dryden since arriving in Canada. She has a university education obtained in Russia.

Services Accessed:

Citizenship and Immigration Canada

Three of the four respondents made arrangements regarding immigrating prior to coming to Canada. The Canadian husband of one respondent made arrangements on his wife's behalf. One of the respondents noted that she was assisted by the Dryden Literacy Association (DLA). The Association answered questions and assisted her when necessary with her immigration. A friend who speaks Spanish told her about the organization.

General Welfare

One respondent recalled how frustrating her experience was in applying for social assistance in Canada. She located the office herself and went alone. She was instructed to sit at a computer to fill out a form and informed that the policy was not to assist people in completing the form. Three people were working at the office that day, and only one was pleasant, but still unhelpful. The newcomer had never used a computer prior to this occasion. She struggled through the form for many hours, and admitted that she did not understand all of the questions. She said; "They made it very hard - we used the benefits for two months and I was glad we have not had to use them since."

Family Benefits

One respondent applied for family benefits after being advised to do so by an accountant.

Unemployment Benefits

None of the respondents accessed services related to this program.

Worker's Compensation

None of the respondents accessed services related to this program.

Canada Pension Plan

None of the respondents accessed services related to this program.

Accessing a Doctor

Three of the respondents located a doctor through friends. One respondent has yet to obtain a family doctor. She has accessed health care through the local hospital with the assistance of her mother-in-law.

Public Education and School Enrollment for Children

For those respondents who needed to enrol their children in school, friends in the community were relied on to help them through the process.

Driver's Permit

Respondents obtained their drivers permit through their own efforts or through the assistance of friends and family members. One respondent was assisted by her employer who drove her to the test centre. Two of the respondents have yet to obtain driving permits. One respondent noted that she was afraid to write the test.

One respondent relied on close friends who accompanied her and her husband to the office and provided translation services. Another respondent received direction and assistance with the process through the Dryden Literacy Association. She will write her test in June 2001.

A respondent indicated that she was unable to locate driving manuals in Russian. She is currently attempting to study in English, but is not progressing well. She stated that a

friend of hers wrote the test in Vietnamese and that she successfully passed. She assumes that there is no Russian translator available.

One respondent noted that the service providers at the permit office were unhelpful. She located and visited the office on her own and found that the staff did not care about her needs.

Food

One respondent noted that she required assistance with reading food package labels. The Dryden Literacy Association provided assistance in this regard.

Housing

One couple had arranged to purchase a home based business prior to arriving in Dryden. Another couple lived with friends until they located a real estate agent on their own and eventually moved to another dwelling.

The respondent who suffered from spousal abuse moved away from her husband. She subsequently received assistance from a women's shelter in Dryden. The shelter provided emergency housing, and have since arranged for more permanent housing for her and her son.

Clothing

None of the respondents reported accessing clothing.

Social Assistance

A respondent indicated that she was fully supported by her husband when she initially came to Canada. She is now on social assistance. Housasiki House, a women's shelter in Dryden, assisted her with the application.

Legal Advice

All of the respondents found lawyers through their own initiative except for one. She received a referral through the women's shelter.

Family Counselling

A women's shelter provided counselling to one of the respondents.

Women's Shelter

One of the respondents required this service during her time in Dryden. She resided at the shelter with her son for three months.

Employment

Only two of the respondents sought assistance from formal service providers for finding work. One respondent received employment and job search assistance at Ontario Works in Dryden. She also learned about resume writing and job search skills at Housasiki House women's shelter while staying there. They provided her with the contact for the job she currently holds.

The other respondent was not able to find employment noting that she had difficulty obtaining employment because she lacked Canadian work references. She worked in Russia but did not obtain English-language references. She finally got a job through a woman who worked at a local hotel.

Community Orientation Tours

None of the respondents participated in a formal community orientation tour.

HOST Program

None of the respondents have accessed Host related services.

LINC Program

None of the respondents have accessed LINC related services.

Internet Services, including settlement.org

Only one of the respondents has used the Internet to assist them in the settlement process. The respondent uses the computers in the local library to communicate through email with friends and family back in Ecuador. She also used the Internet to search for a speech pathologist for her son. She used the Internet in searching for a correspondence cosmetology course but was unable to find one.

ISAP

None of the respondents accessed services offered through ISAP.

Welcome Wagon

Only one respondent has encountered a representative from the local Welcome Wagon. The representative arrived at the home of the respondent and gave her a gift basket. The representative spoke very quickly when trying to tell the newcomer about different social service organizations in Dryden. The interviewee stated that she found it very difficult to understand this woman.

Telephone

The respondents arranged for phone service on their own or it was arranged through a family relation. One respondent received assistance through the Housasiki House women's shelter.

Computers

Experience with using computers was very limited. One respondent indicated she had learned how to operate computers at the Dryden Literacy Association. Another respondent noted that she has used a CD called "How to Learn English" from the Learning Company Foreign Languages Division - Hyper Glot.

Transportation

All of the respondents learned how to use the local transportation system on their own.

Hospital

The respondents accessed hospital care on their own initiative or through the assistance of friends/family, as it was needed.

One respondent stated that the Health Unit in Dryden was helpful in finding a speech pathologist for her son. They also provided prenatal and baby health education and free dentistry care for her child.

Banking

The respondents learned about the banking system on their own or through friends/family.

Shopping

The respondents went shopping on their own or were assisted by their spouses.

Provincial Health System and Other Health Services

Respondents learned about the health system by reading the papers and watching the news and/or being informed by friends. One respondent noted that her husband introduced her to a doctor but did not explain the health care system. Another respondent recalled being informed by Immigration Canada that she must cover health insurance for the first three months. Her husband assisted with completing all necessary forms.

Recreational Facilities

Two of the respondents learned of the local recreational facilities on their own. Two other respondents were assisted by spouses and friends.

Religious Services

None of the respondents indicated that they received assistance in accessing religious services.

High School/College/University Courses

One respondent learned about possible courses in cosmetology through a friend. She went to the employment centre in Dryden and they gave her some information. She also used the computer for a search for distance education courses in this field. She could not find an appropriate course.

Another respondent sent her educational certificates to the University of Toronto. She would like to obtain her accounting license and has sent a letter asking for more information. She would like to take some basic accounting courses, even though she has a university degree in the field, because it will provide her with the opportunity to learn the English terminology. She has yet to hear back from Toronto. She used the Internet to find appropriate courses from the University of Toronto. She learned about these opportunities through her father-in-law who is a teacher in Dryden.

Distant Education

See above.

Internet-based Learning

One respondent has used the computer to enquire about courses, but has not taken a course.

Assistance to Complete Health Insurance Applications

Respondents typically completed the applications on their own or with the assistance of another family member. One respondent was assisted by a staff person at the local health centre.

Interpretation and Translation Services

In some cases respondents have relied on friends who speak their language and who have lived in Canada for a number of years. One respondent was assisted by the women's shelter in arranging translation during her court case to divorce her husband. The translation services were arranged through the Community Interpreter Access Service in Kenora. Another respondent indicated that she was unaware of any interpreter service in the area.

Escort Services to Assist in Settlement

Although no formal escort services are available, several respondents were escorted to access services with the assistance of friend and/or family members.

English Language Assessment to Prepare for English Language Instruction

Only one of the respondents has received an assessment. This was done through the Dryden Literacy Association in 1996.

English as a Second Language Instruction

Three of the respondents indicated taking ESL courses through the Dryden Literacy Association. One respondent noted that the class was cancelled due to lack of funding. One respondent took a literacy course at the Dryden Literacy Association from September 2000 to February 2001. She found the course to be extremely frustrating. She felt that she was in a class with people who were "dumb" and she did not feel comfortable. She found the course content to be inappropriate (very basic material) given that she has a university degree.

Employment Assistance such as Resume Writing, Cover Letter Writing and Job Search Skills

Only one of the respondents accessed training in this area. It was offered through the Dryden Literacy Association.

Public Education on Multiculturalism, Inter-cultural Communication, Cultural Sensitivity, Race Relations, Racism and Human Rights

Only one respondent was aware of the local Multicultural Association and its work, which ceased operations in 1999.

Citizenship Classes

All of the respondents, with the exception of one, have received assistance from the Dryden Literacy Association in preparing for their Citizenship test.

Multicultural Festivals

The local Multicultural Association ceased operations in 1999 and with it, the annual festival. Respondents recalled attending and participating in preparing for the festival. One respondent has attended the multicultural festival in Winnipeg.

Personal experience in accessing services:

Which services were the most difficult to access?

Which services were the easiest to access?

Respondents pointed to a variety of difficulties they experienced in accessing services in Dryden.

One respondent found that she had difficulty applying for social assistance as the office was unwilling to assist her with completing the form on a computer. She also indicated that her application for a loan at the bank was turned down since, as stated by the respondent, "they did not know me". This respondent also stated that she learned about the Dryden Literacy Association long after she had arrived in Dryden. She wished that she had found out about the services available to her when she first arrived. She said; "It was not that easy - it was three years before I learned about what was out there".

One respondent indicated that she and her husband found it difficult to access health care within the first three months of living here. They found the process difficult to understand and follow.

A respondent noted that it was hard to obtain translation services in Dryden. She used an organization in Kenora during her divorce. She has also found it difficult to find courses through distance education in her field of interest (cosmetology).

One respondent would have liked to attend an ESL course instead of a literacy class. She was in a class with people learning basic arithmetic, while she has a university degree in accounting. She was very frustrated with this type of learning.

Respondents made no mention of services that were easy to access.

What is the most difficult thing about living in Ontario/Northern Ontario?

Challenges included dealing with bureaucratic offices in Dryden and unhelpful staff, learning the English language, finding a job, and obtaining a driver's license. One respondent also noted the emotional hardship of being separated from extended family members. This respondent hopes to obtain a visa to allow her mother to visit Canada.

How could the service delivery agencies improve their services?

One respondent suggested better training for office staff that deal with newcomers. She also suggested that the office of Northern Affairs is usually the first office newcomers go to and as such staff at Northern Affairs should be aware of where newcomers can access settlement services and make referrals to the appropriate agencies.

A couple recalled receiving a brochure when they first arrived in Toronto listing the language and settlement services available in major cities across Canada or Ontario. The couple believed that these were the only locations that featured settlement services. They would like to see more immigrant destination centers listed in the brochures (not just the major cities) along with the services they offer.

One respondent would like to see citizenship papers processed in a shorter period of time. She would also like to see newcomers directed to the Dryden Literacy Association when they first arrive. She suggested that the DLA should do more advertising of its services for newcomers.

One respondent emphasized the need for a proper ESL course in Dryden.

Name the person most helpful to you in settling in to Canada. What is your relationship to this person?

Two respondents mentioned members of the community who were from the same ethnic background and who had immigrated several years prior. One respondent mentioned her Canadian husband and another indicated a staff person at the Dryden Literacy Association.

Name the organization that was the most helpful and discuss how they were helpful.

All of the respondents indicated that the Dryden Literacy Association was the most helpful organization in the area. All of the respondents had received some type of settlement assistance from the Association. Newcomers are regularly referred to the DLA as it is well known in the community as the organization that provides settlement services. Respondents appreciated the help they received in resume writing, computer skills and assistance with their citizenship. Newcomers also noted that the organization provides opportunities to improve their English ability. The office of Northern Affairs in Dryden was also mentioned as being helpful.

If you were in charge of settlement services in Ontario, what would you do differently to help people settle into small towns in Ontario more easily?

Respondents would like services to be better advertised. Respondents also recognized that acquiring English language skills was a large obstacle to successfully settling in Ontario.

Appendix F: Service Provider Profile - Dryden

The information presented in this profile follows the general structure of the focus group protocol for service providers outlined in Appendix B.

The focus group included the following participants:

- The Program Coordinator of the Dryden Literacy Association (DLA).
- A former teacher of ESL with the DLA. She also taught citizenship classes at one time. (Neither service is currently being offered in Dryden).
- A retired mill worker who used to teach ESL at the DLA.
- A representative from Confederation College who tutors business classes and serves as a volunteer at the DLA.
- The School-Based Services Worker and Transitional Support person from the Hoshizaki House Dryden District Crisis Shelter.
- Three former students of the DLA ESL program.
- The founding member and past Chair of the DLA. This person also ran the Multicultural Association of Dryden, which is now defunct. She continues to do some translation on a volunteer basis.
- A female member of the United Church of Dryden that has sponsored newcomers in the past. This person is also an Administrator at Ontario Works in Dryden.

A. Dryden Literacy Association (DLA)

Goal

DLA is a non-profit organization funded to promote the enhancement of literacy, employment and communication skills. It helps adults learn basic reading, writing and numeracy skills. DLA also attempts to foster the link between literacy training and employment. A further mandate is to assist newcomers to Canada settle into their new community.

The objectives of the DLA are as follows:

- Provide learning opportunities to adults who wish to improve their communication skills.
- Ensure literacy programs are accessible and tailored to meet the needs of the learner.
- Offer services to new Canadians that will assist them to integrate into their community.
- Raise public awareness and promote literacy issues.
- Promote development of literacy materials and resources, and make them available to community groups.
- Assist the development of new literacy programs in the area.

Funding

The Literacy and Basic Skills program is funded by the Ontario Ministry of Training, Colleges and Universities. The Newcomer Settlement Program is funded by the Ontario Ministry of Citizenship, Culture and Recreation. The National Literacy Secretariate at Human Resources Development funds the literacy program. The DLA also has two corporate sponsors: Weyerhaeuser Canada and Kupper's Bakery and Restaurant.

The DLA has also sent out fund raising letters to organizations in the Dryden area. Various fund raising events are held throughout the year. They have applied independently and with other partners for project funding. They recently applied in a partnership for Trillium funding.

Services Provided

The Association offers the following services:

- information and referral
- literacy assessment
- individualized learning plan development
- small group instruction
- one-to-one tutoring and newcomer services

Staff of Dryden Literacy is often called upon to deliver workshops in the community. Some workshops they have delivered include: Employability Skills, Personal Budgeting, Cultural Sensitivity and general information regarding their programming.

Description of Literacy and Basic Skills Program

As the sole Literacy and Basic Skills (LBS) funded program in the Dryden area, Dryden Literacy continues to receive referrals from Ontario Works, Sunset County Counselling, W.S.I.B., E.I., the Adult Training and Education program of the Keewatin Patricia District School Board, Job Connect, local employers, social service agencies and other service providers in the community. They have moved students on to credit courses, gotten them involved with job placements with Job Connect and negotiated for employment insurance benefits to continue for the duration of their students' literacy training.

The working relationship between DLA and Ontario Works has been successful. Referrals are regular and Ontario Works in Dryden seem pleased with the number of clients who do obtain employment at the end of their literacy training. As part of the classroom activities, they have included some pre-employment training modules as part of the literacy program if it fits with the student's personal needs. Some of the LBS students are also community placements within the program. Ontario Works paid for a student's registration to attend the Laubach Conference in September 2000. They also help out with classroom materials.

In the 2000-1 funding year, the classroom reached student capacity by October. They have begun to wait-list students who couldn't be matched with trained volunteer tutors. They were in the difficult position of doing intake on new students, but not allowing them to get started with the program until space became available.

At the present time, the DLA has an Instructor working thirty-four hours per week, a Program Coordinator working thirty-five hours per week funded by LBS and a part time receptionist/bookkeeper working twenty-one hours per week. The DLA state that they require another person to coordinate the tutor-student matches, do assessments and give basic computer instruction. They state that additional funding for salaries is required.

At the present time the classroom numbers range from twelve to twenty students working up to twenty-five hours per week. They have some of the students in Levels one and two also working with trained volunteer tutors on their individual assignments. They may participate in the morning classroom introduction and group work, but then move to another area to work with their tutor. Other students work only one to one.

The Program Coordinator is doing most of the initial intake and assessment of new students as well as all the outreach and administration. Since September, fourteen new students have registered. The Coordinator chairs the Dryden Inter-Agency Committee, is the Vicechair of the Dryden Skills Evaluation, Education and Development (SEED) Committee, Treasurer of Literacy Northwest, a regular participant in meetings held by the Northwest Training and Adjustment Board and the Mayor's Committee for Youth and Children. The SEED Committee is developing a community based common assessment tool with a prior learning assessment and recognition element. The intention is that this tool will be useful for service agencies and deliverers, and the individual client, allowing a continuum of lifelong learning within the community. The DLA has applied to Trillium, HRDC and Area Twenty-five Local Board for funding of this project.

Outlying communities such as Ignace, Wabigoon First Nations and Eagle River First Nations continue to make requests for literacy program delivery. The Ontario Works Managers are among contacts in these communities as well as teachers in the school system. Eventually, the DLA anticipates using AlphaRoute for literacy delivery in these remote communities.

The DLA does additional work on a fee for service basis. For example, a Personal Budgeting Workshop for their Brighter Futures Program was done for the Wabigoon Lake First Nations.

The City of Dryden's major employer, Weyerhaeuser, has referred employees to the DLA. Weyerhaeuser is a pulp and paper mill, which conducts business internationally and hires internationally. In 1998, they initiated "Passport to Learning" employee assessments, which included identification of literacy, numeracy and computer skills. Weyerhaeuser is currently constructing a Learning Centre in Dryden with a projected completion date of September 2001.

The Keewatin-Patricia District School Board (KPDSB) has established Early Literacy Committees in each of their schools. The Committees are composed of teachers and

parents. These Committees were formed as the result of the provincial literacy assessment showing students of the KPDSB performing at lower levels than the provincial average. Some of the Committees have identified that parents need to be literate to ensure children are well prepared for entry into kindergarten. The Committee of the Ignace School has requested that DLA do literacy assessments and delivery in the community. The DLA plans to network with the community with the intention of using AlphaRoute technology to deliver literacy training. As Ignace is approximately one hundred kilometres east of Dryden, DLA is planning to eventually hire a facilitator and/or mentor in the community (as funding permits).

Services Specifically Provided to Newcomers

As outlined in funding applications to the Ministry of Culture, Citizenship and Recreation, the DLA provides four core services outlined under Direct Settlement Services. These include assessment, referral, information/orientation and general settlement assistance.

All new clients are assisted in filling out an initial intake form. This may require assistance from an interpreter from the community. DLA staff conduct an assessment of the newcomers requirements and develop a work plan unique to each family or individual. Included in this plan will be the services that DLA can provide and any referrals to other organizations. Staff try to include a time frame and a continuum of services. Clients may pursue other DLA programs once their settlement needs are addressed. They may access their employment services, computer training and/or citizenship preparation classes.

The DLA provides job counselling for newcomers, as well as literacy learners. DLA staff also link clients to appropriate job bank information. Research is done by staff and volunteers on certification and credential equivalencies in Canada.

DLA offers workshops on job search strategies and assists with developing interview skills and resume preparation. Clients are also assisted when filling out job applications. The DLA has a resource library containing employment relevant material, work place vocabulary building books and have computers that are Internet compatible for use by clients. Newcomers are able to research the HRDC essential skills listing for various occupations.

The DLA recruits, trains and coordinates volunteers to be settlement workers, individual mentors to families and individuals who seek assistance from their organization.

The DLA covers the three services (core services, facilitate finding employment, and facilitate voluntarism), but to date have only been funded for core services. The DLA offers settlement services as well as adult literacy, and are therefore able to offer employment training to newcomers once they have developed adequate language skills. The literacy program includes employment preparation modules.

The DLA also has a computer lab which is accessible to literacy students. Newcomers

can make use of the computers and/or computer training which occurs at the centre.

Volunteers at the DLA are trained as settlement workers, literacy tutors, board members and instructors of citizenship preparation classes.

The DLA has included some newcomers in their Adult Centred Training (ACT) classroom this year even though their funder, Ministry of Training, Colleges and Universities excludes second language speakers under the Literacy and Basic Skills program. As there is no other program in their community for second language speakers, they have tried to fill their needs. This has resulted in having to put some potential learners on a wait-list.

Service Area

The DLA service area is the City of Dryden and district. There are approximately twelve smaller communities in the surrounding area. They offer support to the extent possible. In response to the request by the Ontario Ministry of Culture, Citizenship and Recreation to serve the Kenora area, the DLA added a 1-800 number for telephone referrals. People in outlying areas may use this number. They are the only program in the area which assists newcomers. There are no ESL or LINC programs offered in the area other than in Thunder Bay, which is three hundred sixty-eight kilometres east of Dryden.

Recipients of Services

Clients include adults who need help with reading, writing and numeracy and newcomers to Canada who need assistance settling into their new community. During the 2000-01 operating year, the DLA worked with families and individuals from China, Vietnam, Romania, Yugoslavia, Russia, Switzerland, Ecuador, Brazil and the Philippines. They serve newcomers who come directly to Dryden, second migration clients and individuals who have been in Dryden for more than five years but still need support with settlement issues.

The community continues to have an influx of additional family members of young women from the Philippines who married Drydenites within the past eight years or so. Two Chinese restaurants in Dryden continue to sponsor young men and women from China. The Swiss community has two or three newcomers each year.

Service Delivery

Services are delivered in person, in classroom, in small group settings, by telephone and by Internet.

Strengths

Newcomers to the area looking for any settlement services are directed to this centre. The DLA is well known among the general public, government and non-profit organizations within the area. The community is small enough that most people who come in contact with newcomers would either know about or find out about settlement services offered by the DLA. Word-of-mouth is the strongest form of advertisement for

the organization.

The personal commitment of the volunteers and staff at the DLA is a significant strength of the organization.

Weaknesses

Staff, volunteers and students at the DLA report that the loss of ESL funding and provision is a significant loss to the organization. Community members in the focus group also noted this lack of service and the resultant problems experienced by newcomers in the community. For example, the DLA runs a mentoring program for newcomers. Volunteers are matched with newcomers to provide them with relevant information about Canadian culture, etc. This program breaks down if the newcomer does not learn English.

B. Hoshizaki House Dryden Crisis Shelter

Goal

The Hoshizaki House Dryden District Crisis Shelter is a ten-bed temporary emergency crisis shelter which serves battered women and children. It is also mandated to provide accommodation for women and children with other special needs.

Funding

The house is funded by the Ministry of Community and Social Services.

Services Provided

Hoshizaki House provides the following services:

- short term emergency housing (two weeks, after which eligibility for a continued stay will be determined).
- transportation for any women who does not have access to a means of transportation
- meals
- support for children residents, including counselling
- support for women residents, including counselling
- advocacy
- twenty-four hour crisis line (a 1-800 number is available for calls within 807 exchange)
- public education where funding and staff level permits. This includes speakers for meetings, workshops or informational sessions to promote public awareness and education on the issues of women abuse
- support groups
- day client counselling
- There is a new service being provided by the Shelter called the "Women's Transitional Support Program". This assists women in their search for housing and education in order to help in them move away from an abusive situation.

- There are also school based programs with children who have witnessed violence. This is funded by the local school board, but is provided by the Hoshizaki House

Services Provided Specifically to Newcomers

There are no specific programs for newcomers. Referrals between Dryden Literacy and the House are provided by each organization.

Service Area

The service area includes Dryden and the surrounding area including Vermillion Bay and Ignace. They also take overflow from other shelters in Sioux Lookout, Red Lake and Kenora and Atikokan.

Recipients of Services

Battered women and their children are served as a priority. Accommodation for women and children with other special needs is also provided. Any woman who identifies herself as a victim of abuse (physical, sexual, emotional or psychological abuse) and who is in need of emergency shelter accommodation, as a result of this abuse, is eligible for admission to Hoshizaki House.

Service Delivery

Services consist of a twenty-four hour crisis line (a 1-800 number is available for calls within 807 exchange), support groups, one-on-one counselling, and public education, including speakers for meetings, workshops or informational sessions.

There are currently eight full time staff consisting of six front-line workers, as well as an Administrative Assistant and Executive Director.

Strengths

Although there are no specific services for newcomers offered through the Crisis Shelter, the Shelter does offer a referral service to the Dryden Literacy Association which provides services for newcomers.

Weaknesses

No weaknesses were identified by the respondent.

C. Kenora District Housing Corporation

Goal

The Housing Corporation has a goal of providing safe, affordable, decent housing and fosters healthy communities.

Funding

Kenora District Services Board provides funding for the Kenora District Housing Corporation. Funding comes from a federal transfer from the Federal Government through the Ontario Province to the Services Board. The Housing Corporation is owned by the Services Board. The major part of the funding comes from the local

municipalities in Kenora District through a levy.

Services Provided

The Kenora District Housing Corporation provides more than three hundred rent-geared-to-income housing units in the municipalities of Dryden, Dinorwic, Hudson and Sioux Lookout.

Services Provided Specifically to Newcomers

Applicants may also be eligible for special consideration if they are:

- newcomers to Canada
- sixteen or seventeen years of age, or
- homeless

Newcomers include landed immigrants and refugee claimants who have been in Canada less than one year. Any household where one or more members of the household meets the definition of newcomer will be assigned newcomer status.

The Corporation reports that no newcomers have indicated their newcomer status on applications for housing in Kenora District, including Dryden, in the past five years. Most vacancies go to people in “high need” and those eligible for special consideration. This ensures that people who are least able to find affordable housing are housed more quickly than others. Kenora District Housing Corporation also gives special consideration to people who are eligible under the Special Priority Policy for Applicants Who are Abused and applicants with certain urgent needs (for example, a serious medical condition).

Service Area

The service area covers Dryden, Dinorwic, Hudson and Sioux Lookout.

Recipients of Services

The Corporation is committed to providing housing for people with special needs, including newcomers to Canada and people with physical, developmental and psychiatric disabilities.

A new method of selecting tenants based on date of application and the applicant's need was put in place at the beginning of 1998. The Housing Corporation considers persons who would pay more than thirty percent of their income for the rent of the unit they are applying for to be in a “RGI” (rent-geared-to-income) category. Persons who pay fifty percent of their income for the rent of the unit they are applying for are considered in “high need”. Public housing is intended for persons in the “high need” and the “RGI” categories.

Service Delivery

Applications for housing assistance are available for pick-up at several offices, including the Kenora District Housing Corporation in Dryden, at the Sioux Lookout Municipal Non-Profit Housing Corporation in Sioux Lookout, at the Machin Municipal Non-Profit

Corporation in Eagle River and at Crisis Shelters. If people have difficulties traveling to any of these locations, they can request an application by mail.

There are twenty-seven full time staff at the Corporation.

Strengths

Newcomers to Canada are eligible to receive assistance through the Housing Corporation.

Weaknesses

No weaknesses were identified by the respondent.

D. Church Groups

Goal

In terms of the church's involvement with newcomers in Canada, the United Church and the Catholic Church in Dryden first began sponsorship of foreign families during the early 1980's with Vietnamese families. Committees were formed to initiate, plan and support families relocating to Canada.

Funding

Fundraising was done by the churches to sponsor families for one year after their arrival in Dryden. The government sponsored the families for three months.

Services Provided Specifically to Newcomers

Life skills and integration support are provided to the newcomers.

Service Delivery

One on one and family support.

Strengths

Church members can provide one-on-one support.

Weaknesses

Support and information may be irregular and too informal.

E. Welcome Wagon

Goal

The Welcome Wagon is a community based organization that provides information to newcomers to the area. It takes its name from the Conestoga wagons of frontier days when settlers would bring supplies to greet passing wagon trains and encourage them to settle in their community.

Funding

The Welcome Wagon is supported by local businesses.

Services Provided

Welcome Wagon provides personalized promotion and public relations for local participating businesses. After presenting a welcome gift from each business represented, the Welcome Wagon Hostess describes its location, hours, services and other pertinent information. The Hostess presents printed invitations for the family to visit each business personally and receive a second gift there. As a public service, Welcome Wagon distributes literature for civic, cultural, social organizations, recreational services, the town or city hall, community services, fire departments and police.

Service Area

The service area includes Dryden.

Recipient of Services

Recipients of Welcome Wagon programs may have moved to a new home, be expecting or have a new baby, planning a wedding, planning their retirement or be a student entering college. The Welcome Wagon has specialized services tailored to each group.

Services Provided Specifically for Newcomers

No specific services are provided to newcomers from outside Canada.

Service Delivery

Volunteers visit the homes of newcomers.

Strengths

Newcomers to Dryden who speak English probably benefit from the Welcome Wagon program in terms of receiving some orientation.

Weaknesses

Focus group participants determined that the Welcome Wagon is not the most effective way to assist immigrants who have settled in Dryden. It is run on a volunteer basis and there is no cultural-related training provided to the volunteers.

F. Volunteer Translator

Goal

Some limited translation services are provided in Dryden through a private citizen residing in Dryden.

Funding

Translation is provided on a voluntary basis.

Services Provided

Translation (written) and interpretation (spoken) services are provided.

Service Area
Dryden

Recipients of Services

The respondent performs translation and interpretation services for the public at large. She has contacts with the Dryden Police, the local hospital and clinics.

Services Provided Specifically for Newcomers

Translation (written) and interpretation (spoken) services are provided.

Service Delivery

Personal contact.

Strengths

It is a free service provided on a voluntary basis.

Weaknesses

This is done on a voluntary and informal basis, which does not lend itself to reliability or dependability.

G. Dryden Multicultural Association (now defunct)

Goal

The goal of the Dryden Multicultural Association was to educate the public regarding multiculturalism. Its main purpose was to bring together cultural communities to host a festival celebrating cultural diversity. The festival was held annually for thirteen years before the festival director retired from her position in 1999. The festival is no longer operating.

Funding

Funding was at one time provided by Citizenship and Immigration Canada.

Services Provided

The Association acted as an umbrella group for a number of cultural groups to host the Multicultural Festival.

Service Area

The service area included Dryden District.

Recipients of Services

The Festival was open to the public.

Services Provided Specifically for Newcomers

The Association was useful for reaching out to immigrant populations. It served as an excellent referral service for newcomers to find assistance with housing, employment,

language learning, etc.

Service Delivery

The festival was promoted and open to the public for a small fee.

Strength

This was a good introduction for newcomers while it lasted.

Weakness

The organization was discontinued due to lack of funding and a key person retiring as director.

Appendix G: Report on One-on-one Interviews with Immigrants in Kenora

This section presents findings from the one-on-one interviews with immigrants in Kenora. The presentation of information in this section follows the general structure of the interview protocol for immigrants (Appendix B).

Background Information - Respondent Profile:

1. An interview was conducted with two sisters both in their early 20s. They arrived in Canada along with their parents from Burma in 2000. Their nationality is Chinese. Their first language is Burmese. They are learning English. The sisters along with their parents were sponsored by an uncle and his wife who live in Kenora. The older sister has completed grade 10 high school while the younger sister has completed first year University in Burma. Their parents have since moved to Toronto in order for the father to receive medical care.
2. An interview was conducted with a fifty-three year old woman who immigrated from Germany in July 2000. She came directly to Kenora to live with her husband, a Canadian citizen originally from Germany. He immigrated in 1985. She has a visa to live in Canada for one year, and is waiting for her doctor to complete a form in order to apply for landed immigrant status. She is a trained hair stylist with a college degree obtained in Germany. Her husband attended the interview and translated when necessary. The woman is currently learning English.
3. A forty-one year old woman from Bosnia was interviewed along with her forty year old husband and 13 year old son. The family came to Canada in 1996 from Bosnia after being sponsored by a local catholic church in Kenora. The mother has a primary-level education and is a professional cook. The father has a high school education and is a professional electrician. Neither parent knew English when they arrived in Canada but they are both currently learning the language. Their first language is Serbo-Croatian. The family was supported by the church and the Canadian government for their first year followed by assistance obtained through a member of the parish and an extended family member. The extended family member taught the couple English and provided emotional as well as financial support.
4. An interview was conducted with a twenty year old male from China, along with his twenty-two year old sister. The brother and his sister arrived in Canada in 1997 with their parents. The family now operates a business in Kenora. The parents have moved back to Toronto because the father is ill and desires a Chinese-speaking doctor. Their first language is Chinese and they also speak some English. They came to Kenora to be with their sponsor who is their uncle. Their family stayed in Toronto for six months upon arriving in Canada. The brother and sister took an ESL course while in Toronto. The brother was in grade ten when he arrived in Canada while his sister had completed high school.

Services Accessed:**Citizenship and Immigration Canada**

One of the families reported to the immigration office in Vancouver upon arriving in Canada. They have not contacted Citizenship and Immigration Canada since arriving in Kenora. Two sisters are currently waiting for their doctor to complete necessary forms to apply for landed immigrant status.

The Government of Canada found a sponsor in Kenora for one of the families interviewed. The sponsor was the Notre Dame Church in Kenora. The family members have refugee status. A friend of the family provided a number for the citizenship office in Toronto. They used this phone number for general enquiries.

One respondent had the assistance of her Canadian husband. He made all of the visa arrangements on behalf of his wife. He used the Citizenship and Immigration web-site to gain information and for the application process. They are currently waiting for her citizenship to go through.

General Welfare

One family was assisted by a member of the Notre Dame church. This individual worked with the family in determining their finances and what they needed to survive. The individual arranged for twenty of her friends to donate twenty dollars each for a period of one year to financially assist the family.

Family Benefits

The Refugee Committee at the Notre Dame Church assisted one family with completing the necessary forms.

Unemployment Benefits

None of the respondents accessed services related to this program.

Worker's Compensation

None of the respondents accessed services related to this program.

Canada Pension Plan

None of the respondents accessed services related to this program.

Accessing a Doctor

Three of the families located a Doctor through extended family members. One family has yet to obtain a family doctor although they have accessed health care and are now somewhat familiar with the health system.

Public Education and School Enrollment for Children

The Refugee Committee at the Notre Dame Church assisted one family with their children's school enrollment. Furthermore, a church friend assisted their daughter with her homework one hour per day, five days per week. This was done on a voluntary

basis.

Driver's Permit

Two of the respondents (sisters) have yet to obtain their license. One respondent currently holds an international driver's license which she obtained in Kenora with the assistance of her husband. One couple was assisted by a friend while learning English. They completed the test in Kenora and wrote the exam in Croatian. One respondent went to Young Driver's of Canada for training where he received all the assistance he needed. His sister has yet to get her license.

Food

The Refugee Committee at the Notre Dame Church assisted one family with purchasing food. Another family occasionally received assistance from their uncle who owns a restaurant in Kenora.

Housing

In most cases assistance was offered by an extended family member who lived in Kenora. One family was provided with an apartment for the first year through church raised funds in addition to government assistance. This family has since purchased a house.

Clothing

Two respondents received assistance with obtaining clothing from an extended family member as needed. The Refugee Committee at the Notre Dame Church assisted one family with their clothing needs.

Social Assistance

One family believes they were assisted by the Refugee Committee at the Notre Dame Church and Citizenship and Immigration Canada in accessing social assistance.

Legal Advice

None of the respondents have sought legal advice.

Family Counselling

None of the respondents have sought family counselling.

Women's Shelter

None of the respondents have sought the services of a women's shelter.

Employment

Two sisters found employment through an extended family member. One of the sisters has a second job which she found through friends. She received information from the Adult Learning Centre regarding job search skills and resume writing, but has not used this information to find work. She has not used services from HRDC. The other sister has not found work outside the business owned by her uncle. She has received training in resume writing and job search skills from the Adult Learning Centre in Kenora.

One respondent was provided with a job lead from a friend. She is now employed. She also used the Lake of the Woods Employment Action Project (LEAP) program in Kenora to search for employment and develop a resume. Her husband is a professional electrician, and would like to work in his field. He has been attempting to find an apprenticeship position, but cannot find any such opportunity in Kenora. The Lake of the Woods Employment Action Project (LEAP) program assisted with resume writing and job search skills. Investigations were made into any apprenticeship opportunities in the electrical field, but none were available. A friend from the church provided a contact for his present job as a maintenance man for a car company.

Two other respondents are currently working in their uncle's business.

Community Orientation Tours

Friends and extended family members have taken responsibility for showing the families around town.

HOST Program

None of the respondents have accessed Host related services.

LINC Program

None of the respondents have accessed LINC related services.

Internet Services (Settlement.org)

None of the respondents have accessed Internet based settlement services such as Settlement.org.

ISAP

None of the respondents were aware of ISAP services.

Telephone

It was arranged through a family relation for all respondents.

Computers

Two sisters learned the basic workings of computers at the Adult Learning Centre in Kenora. They began studying at the Adult Learning Centre as soon as they arrived in Canada, in August 2000. They studied four hours a day, five days per week. They learned about the centre through an uncle.

Another respondent is being tutored on the basics of computing by her husband. Two other respondents learned how to operate computers while attending high school in Kenora.

Transportation

All of the respondents learned about the local transportation system through a friend or extended family member.

Hospital

All of the respondents learned about the hospital through a friend or extended family member.

Banking

All of the respondents learned about the banking system through a friend or extended family member.

Shopping

All of the respondents learned about shopping locally through a friend or extended family member.

Provincial Health System and Other Health Services

Respondents learned about the health system through extended family members or friends. Two sisters received additional information about the Canadian health system through the Adult Learning Centre. The center also informed the sisters about healthy lifestyles, and the importance of healthy diet and exercise. The center provided information on local health-related amenities in Kenora, such as the recreation centre and health-related facilities.

Recreational Facilities

The Refugee Committee at the Notre Dame Church assisted one family in finding locating the local recreational facilities. One respondent learned about the local facilities though the Adult Learning Centre.

Religious Services

The Adult Learning Centre was able to direct two respondents to religious opportunities. One family was sponsored by the church they now attend.

High School/College/University Courses

Two respondents wanted to complete a high school education but were denied entry into the regular secondary school system on account of their age.

Distance Education

None of the respondents have accessed distance education programs.

Internet-based Learning

None of the respondents have accessed Internet-based educational programs.

Assistance to Complete Health Insurance Applications

The respondents were assisted by friends and extended family members. One family received some assistance through the Adult Learning Centre.

Interpretation and Translation Services

Two respondents went to the Community Interpreter Access Service in Kenora to get their diplomas translated. The staff at the Interpreter Access Service sent the documents to Thunder Bay for translation.

Escort Services to Assist in Settlement

The Refugee Committee at the Notre Dame Church escorted one family to the local hospital. None of the other respondents indicated that they were escorted.

English Language Assessment to Prepare for English Language Instruction

Two respondents were 'informally' assessed for English ability by the Adult Learning Centre in Kenora. Two other respondents were assessed in Toronto at a high school for newcomers (Greenwood Secondary School).

English as a Second Language Instruction

Two sisters have been taking English language instruction at the Adult Learning Centre in Kenora since their arrival in August 2000.

Two other respondents also received assistance through a volunteer at the Adult Learning Centre in Kenora. This was done for one year, one morning and one night a week, for four hours per week. The class was cancelled in 1996 due to funding cuts. Assistance was then provided by a member of the church who became a major source of support for the family. The instruction was done on a voluntary basis. The volunteer discovered that the proper materials for teaching English were unavailable in Kenora. The volunteer used her experience as a teacher to develop a curriculum.

A respondent stated that he and his sister attended a school in Toronto, Greenwood Secondary School, which assists newcomers. They learned English at this school for seven hours per day for four months. They attended regular high school upon arriving in Kenora. They continued to learn English in some special classes at the high school.

One respondent is receiving language instruction from her Canadian husband.

Employment Assistance such as Resume Writing, Cover Letter Writing and Job Search Skills

Two sisters obtained employment assistance (resume writing, cover letter writing and job search skills) from the Adult Learning Centre in Kenora. The information was found to be very helpful.

The Lake of the Woods Employment Action Project (LEAP) program in Kenora taught two other respondents about resume writing and job search skills while they attended English lessons.

Public Education on Multiculturalism, Inter-cultural Communication, Cultural Sensitivity, Race Relations, Racism and Human Rights

Two sisters received information on multiculturalism, inter-cultural communication,

cultural sensitivity, race relations and human rights from the Adult Learning Centre as part of their English language class.

Citizenship Classes

One family used a book provided by a friend to help them prepare for becoming citizens of Canada.

Multicultural Festivals

None of the respondents have attended multicultural festivals while in Canada.

Personal experience in accessing services:

Which services were the most difficult to access?

Which services were the easiest to access?

One respondent recalled her frustration in not being able to attend high school on account of her age.

Two respondents would have liked a more organized course of English language instruction. The husband and wife both received some English language instruction from a volunteer. (The volunteer service provider admitted to being ill equipped with materials for ESL instruction.) The husband also wanted to access employment assistance in the form of an apprenticeship program for electricians. He is an electrician by trade, but lacks the proper certification and English skills to work as an electrician in Kenora. He searched for an apprenticeship program, to no avail.

Respondents did not point out any service that was easy to access.

What is the most difficult thing about living in Ontario/Northern Ontario?

Not knowing the English language was commonly referred to as a considerable challenge. Respondents linked this to absence of a comprehensive ESL course in the area. One respondent indicated that filling out all the necessary forms was the most difficult challenge she faced given her limited English language skills.

Another respondent noted that the lack of a good paying job was the most difficult thing about living in Canada. He is worried that he will not be able to pay for his children's future education. He would like to move to a larger city, but believes he is not in a financial position to make the move. He would like to be involved in an apprenticeship program but is finding this to be an impossible objective in a small town.

Respondents also indicated that the separation from family members back home was difficult.

How could the service delivery agencies improve their services?

Two respondents noted that services could be improved by providing formal ESL training. Providing contacts for possible employment would also be helpful.

Name the person most helpful to you in settling in to Canada. What is your relationship to this person?

Extended family members and friends were typically the most supportive people.

Name the organization that was the most helpful and discuss how they were helpful.

The Adult Learning Centre was viewed as being very helpful as was a local church group. Two respondents indicated that the school that taught ESL in Toronto was the most helpful in their settlement.

If you were to be in charge of settlement services in Ontario, what would you do differently to help people settle into small towns in Ontario more easily?

One respondent suggested making all application forms easier to understand. Another respondent would like formal ESL courses to be made accessible to all newcomers, no matter where they live.

Appendix H: Service Provider Profile - Kenora

The information presented in this profile follows the general structure of the focus group protocol for service providers outlined in Appendix B.

Interviews were conducted with the following service providers:

- Two members of the Notre Dame Catholic Church in Kenora
- The Board Member President of the Multicultural Association of Kenora
- The staff person of the Multicultural Association of Kenora
- The Coordinator of the Community Interpreter Access Service
- The Program Coordinator at the Lake of the Woods Adult Learning Line
- The Director of the Lake of the Woods Employment Action Project (LEAP)

A. Notre Dame Catholic Church

Two separate interviews were conducted with two members of the Notre Dame Catholic Church in Kenora. This church hosted a family from Bosnia. (The husband and wife in this family were interviewed during the one-on-one interviews.) One interviewee was a member of the Refugee Committee that hosted the family. The second was a member of the church who was initially asked by the Refugee Committee to tutor the husband and wife in English. The interviewee and her husband provided tutoring and eventually took the family “under her wing” after the initial help was received by committee members. They visited the refugee family’s home on a daily basis for one year, and have continued to provide support until the present time. They also fund-raised privately among their friends to support the family after the church funds were finished.

Goal

The hosting of the Bosnian family was initiated in response to a letter sent by the Department of Citizenship and Immigration Canada. Interest was formed around a member of the Parish Council that had been to Bosnia. A committee was formed to spearhead the initiative. The church currently has no plans to host families in the future.

Funding

The federal government agreed to provide support for the family for three months. The church agreed to provide support for one year. A total of \$25,000 was raised by the church.

Services Specifically Provided to Newcomers

The Committee member interviewee stated that the refugee family received assistance from the Lake of the Woods Adult Learning Line to assist in the family’s settlement and orientation. The church representative also stated that necessary information was provided to the Church prior to the arrival of the family.

Frustration was felt both by the family and by the church in their search for employment for the male head of the household. This man is a qualified electrician in his former

country. He is now a maintenance man for a car company. The newcomer expressed interest in taking courses to gain certification as an electrician. The Church obtained education information and manuals, but the man's lack of English skills posed a barrier. The second interviewee assisted the family in learning English and took the family "under her wing" after their first year in Canada when support from the Church Committee ended. She and her husband then supported the family for another year with the assistance of donations from other friends. She stated; "if it had not been for this idea, I am not sure where the family would have ended up".

The lack of employment opportunities in small towns also presented problems for the family. The interviewee stated that refugees should be taken to larger centres where there are more opportunities for them (in terms of employment). This interviewee did all she could for the family in this respect. For example, she provided the contact for the job position the husband now holds.

The interviewee stated that the size of Kenora also poses problems for the family in terms of any further advancement they hope to attain. The husband would like to work as an electrician in Kenora, but does not have the English skills to do so. It was felt that he could become an apprentice in order to learn the appropriate terms and any new advancements in his field. This proved to be impossible in a community the size of Kenora. The interviewee stated that the husband paid two hundred dollars to obtain information about his qualifications and to see what further training he would need. They found that he would have to move away from Kenora in order to receive this training. He is unwilling to move away from his family for the necessary period of time.

The interviewee also stated that the wife in the Bosnian family wishes to visit her family in Bosnia. She has not seen them in five years. The interviewee stated, "She has been waiting for over a year to receive her Citizenship, but they lost all her papers - she is still waiting". The Bosnian woman is fearful that if she returns without Canadian Citizenship, the Bosnian government will not let her leave the country. She is also worried the Canadian government might not let her back in the country without the appropriate papers. The interviewee stated "people from Immigration should take more of an interest in these people. If not for me and my family, they would have been in serious trouble."

The interviewee did not use the Internet service "settlement.org" in her efforts to provide the family with information. She expressed her concern that the refugee family would not benefit from distance education courses as there were no appropriate resources in the community to supplement their learning experience. The library in Kenora for example was viewed as being ill equipped to provide relevant learning materials.

Service Area

This is the first refugee family the church has supported. The family lives in Kenora.

Recipients of Services

A refugee family from Bosnia. The church has no plans to sponsor another family.

Strengths

The refugee family received personal assistance through church members.

Weaknesses

The limited availability of settlement services and employment opportunities placed much of the burden for supporting the family on Church members. The limited funds of the Church placed restrictions on the number of refugees that can be sponsored. There are no future plans to sponsor additional refugees.

The availability of assistance depends on the goodwill of the church members. The interviewee stated that the husband in the family anticipated more English lessons than what he actually received.

Volunteers who wish to assist newcomers often are limited by the resources they can access. The second interviewee stated that, in her view, Kenora is not equipped to deal with refugees since the government services are quite poor. Language learning was made difficult for the family, for example. This interviewee taught school for twenty-seven years, and reported that the materials she was asked to teach with were out of date. She approached the Adult Learning Line in Kenora, but ended up using her own materials to teach the family English. She stated that the Adult Learning Line, “did not have a clue - it was pretty bad”.

B. Multicultural Association of Kenora

The staff at this organization did not have the time to devote to a formal interview for this study. Furthermore, they were unable to provide a sample list of newcomers to Kenora. The lack of staff time was attributed to the cut in settlement funding for the current year. The following information regarding the Association was derived from a short interview with a member of the Association's Board of Directors, as well as the website settlement.org.

Goal

The organization has not yet developed a goal to reflect their recent funding cuts.

Services Specifically Provided to Newcomers

There are currently no settlement services being provided to newcomers other than a referral to a 1-800 number at the Dryden Literacy Association and a Community Interpreter Access Service (see below). The 1-800 number is provided to anyone enquiring about settlement services. The Board member of the Kenora Multicultural Association stated that she receives two or three enquiries per month for settlement services. That is the rate of enquiry, even though the Association has “put the word out to the community” that they no longer provide the local services. Enquiries are most often for referrals for ESL instruction and employment assistance, as well as information on the policies regarding citizenship and immigration and visitor visas.

The Multicultural Association is connected to VolNet. The Association received money for a computer and three modules. Interpreters have used the computer in the last couple of weeks since it has been up and running. The Board member stated that the organization had used the web site settlement.org on a limited basis. She did not provide an assessment of the website.

According to the website, settlement.org, the following services were at one time provided to newcomers:

- Newcomer and settlement services
- Racism and discrimination issues
- Immigration and Minority Woman's Committee

Funding

The Multicultural Association of Kenora did receive NSP funding for the last twenty years, but this ended in the year 2000. At the time the Dryden Literacy Association and the Kenora Multicultural Association formed a partnership to write a funding proposal to CIC. Dryden received funding but Kenora did not and the Board member suspects that a decision was made in "Toronto" by someone who was unfamiliar with the distance between Kenora and Dryden. The Board member emphasized that distance is a great barrier to service delivery and she noted how most of the immigrants she meets could not afford to travel to Dryden. In addition to the cost factor there is also the convenience factor as public transportation between the Kenora and Dryden is only available once a day.

Two people have lost their jobs at the Multicultural Association as a result of the cuts in funding and with only one person remaining in the office the Board member believes there is a safety issue at the office. According to the Board member, the Board is concerned about liability.

The Board member stated that the Association has never been able to receive government funding for ESL because they have never met the criteria in terms of numbers of immigrants. The Board member suspects that the number of newcomers arriving in Kenora on an annual basis might increase over the next five years as Kenora is only two hours from Winnipeg, and people may move to Kenora.

The Board member stated that the organization does not have the time to permit the one remaining staff member to devote time to writing proposals. She wishes that a closer relationship existed with Citizenship and Immigration Canada, but until the number of immigrants increases, or she has staff time to devote to proposal writing, she does not see how it can happen.

A further result of funding cuts is the increased burden placed on the Community Interpreter Access Service, which is described below, and is run out of the same office as the Kenora Multicultural Association. The Board member being interviewed also directs this service. The interpreter service is funded by the Ontario Ministry of

Citizenship, Culture and Recreation.

Service Area

The service area for the Association includes the tri-municipal area including Minaki, Redditt, Sioux Narrows and surrounding area. Also included are Fort Frances and Vermillion Bay area.

Service Delivery

While government funding was in place services were delivered through walk-in, phone or mail. The Association provides a referral to a 1-800 number in Dryden for newcomers seeking settlement services.

Strengths

The Association appears to be committed to providing some form of service to newcomers. It is in the process of redefining its goals and objectives.

Weaknesses

Recent cuts in government funding have dramatically reduced the range of settlement services that can be accessed locally.

C. Community Interpreter Access Service

The Community Interpreter Access Service is delivered out of the office of the Kenora Multicultural Association. The Board of Directors of the Kenora Multicultural Association also directs the Community Interpreter Access Service.

An interview was conducted with the Board of Directors member, as well as the staff person at the Access Service. This staff person stated that the service has been in operation for eleven years.

Goals

The goals of the Community Interpreter Access Service are as follows:

- Effective communication between agency or professional and non-English speaking client through competent, well-trained interpreters.
- Equal access by non-English speakers to community services in the fields of law, health, education, social services and immigration.
- Adherence to provincial standards for interpreters, ensuring high quality, consistent delivery by trained competent and linguistically fluid interpreters.

The primary focus of the organization is the support provided to other social service organizations, especially the provision of language services to women who are victims of domestic abuse. A certain percentage of their assignments must serve this population. This amount is less than half of all assignments. Part of their work is to work with other organizations to raise awareness about domestic violence. Their particular assistance comes in the form of language support.

Funding

Provincial funding is provided through the Ministry of Citizenship, Culture and Recreation.

Services Provided

The Interpreter Access Service provides trained interpreters to help agencies and professionals meet the needs of their clients for whom English is not their first language. Documentation translation is available. Notarized translation is available. Pamphlets, letters, resumes, birth and death certificates, training and employment records and applications are translated in a professional format. The service is provided at a low cost. Where a client is a victim of violence, no fee is levied.

Interpreters are screened, trained and tested to ensure that they meet provincial standards. Interpreters must pass a language literacy test and complete a forty-hour course of instruction. Interpreters participate in ongoing refresher training to update knowledge of specific terminology and procedures.

Languages offered include Cantonese, French, German, Italian, Mandarin, Ojibway, OjiCree, Polish, Spanish and Ukrainian. Community Interpreter Access Service also operates a Language Bank through which interpretation and translation services are available in several other languages.

The interviewee from the Community Interpreter Access Service stated that, technically, they are only to provide translation or interpretation to immigrants. They are not allowed to assist an immigrant who requires assistance with filling out a form. The Access Service is *supposed* to refer this person to the Dryden Literacy Association. In actuality, a lot of volunteer hours are spent assisting immigrants with just this type of service.

Service Area

The service area includes Kenora and Rainy River Districts. This includes Kenora, Fort Francis, Dryden to the border with Manitoba. The service areas include some reserve communities. The service is provided on a twenty-four hour basis and emergency response is provided.

Service Delivery

Service delivery modes for interpretation include:

- On site one-to one interpretation
- Group or conference interpretation
- Message relay where an interpreter contacts non-English speaker to relay a message in their language
- Telephone interpretation

Strengths

The interpreter service features a range of languages to the local population and an access point to interpreter services outside the area.

Weaknesses

No weaknesses were identified.

D. Lake of the Woods Adult Learning Line

Goal

The mission statement for the organization is as follows: "The Lake of the Woods Adult Learning Line is committed to meeting the literacy needs of adults in the tri-municipal area. We will provide services for adults, which support the achievement of personal goals in basic literacy, numeracy and English skills. We will work in partnerships with local, regional and national organizations to address literacy issues. We will raise the community's awareness of the benefits of increased literacy."

Funding

Funding is provided by the Ontario Ministry of Training, Colleges and Universities. According to the organization, no specific services are provided to newcomers. A representative stated that a funded ESL program was offered through Immigration and Citizenship Canada for the last time in 1995. English language training was offered on a voluntary basis until the spring of 2000. This involved a night class once a week with a voluntary teacher. Ministry of Training, Colleges and Universities does not allow for English language training to be provided using their funding.

Strengths

No strengths were identified.

Weaknesses

The organization no longer offers the ESL program or English language training.

E. Lake of the Woods Employment Action Project (LEAP)

Goal

The Lake of the Woods Employment Action Project (LEAP) is a non-profit community service which was set up to assist youth aged sixteen to twenty-four who are out of school and are having difficulty finding employment. LEAP's mission is to provide assessment, employment counseling, job and educational placement, assistance with access to appropriate community services and follow-up services to youth and adults between the ages of sixteen and twenty-four. The objective is to address factors that contribute to unemployment among young people.

Funding

LEAP receives most of its funding from the Ministry of Training, Colleges and Universities Workplace Preparation Branch, Youth Division. The centre also relies on

"fee for service" contracts and income generated from workshops provided to other agencies and community groups.

Services Provided

LEAP provides employment counseling, support and on the job training to youth who are looking for work. Many young people who use the services are seeking answers to their employability problems such as little or no work experience, limited education, lack of job search skills. Counseling is offered on a one-to-one basis. The resource area, which includes job search related information, is available to anyone regardless of age or employment status.

Only one immigrant has used the services of LEAP, a young women who used the services of the organization fully.

Strengths

No strengths were identified.

Weaknesses

No weaknesses were identified.

Appendix I: Report on One-on-one Interviews with Immigrants in Sault Ste Marie

This section presents findings from the one-on-one interviews with immigrants in Sault Ste. Marie. The presentation of information in this section follows the general structure of the interview protocol for immigrants (Appendix B).

Background Information - Respondent Profile:

1. An interview was conducted with a thirty-four year old woman who immigrated from Thailand in 1997. This woman had visited Canada in 1995 and 1996 for a period of six months on each visit. She married a man from Sault Ste. Marie and has lived with him since arriving in the Sault in 1997. Her first language is Thai and she is able to speak and understand English. She finished college in Thailand and taught math in junior high school math prior to coming to Canada. She was sponsored by her husband and spoke basic English when she arrived. She has no children.
2. A twenty-seven year old woman from Bolivia was interviewed. This person immigrated from Bolivia to Sault Ste. Marie in August 2000. She came to Canada because she had married a Canadian man. Her first language is Spanish and she speaks some English. She has completed high school. She has a son aged three, and is expecting another child soon. Her son is currently living in Bolivia.
3. An interview was conducted with a woman and her husband. The woman was born in Sault Ste. Marie but moved to Argentina at the age of two. She returned to Canada with her husband in February 2001. She has visited her family (Canadian citizens) a number of times prior to moving here. They have a baby twenty months old that was born in Argentina but now has Canadian citizenship. Her first language is Spanish, and she speaks limited English. She is twenty-five years old and has completed university. Her husband was born in Argentina. He immigrated with his wife in February 2001. He has visited Canada twice before. His first language is Spanish and he speaks limited English. This man is twenty-seven years old and has completed high school.
4. A twenty-seven year old female from Korea was interviewed with her husband (30 yrs of age). They immigrated to Canada in September 2000. They are landed immigrants whose first language is Chinese. They also speak English. They came directly from Korea to Sault Ste. Marie. They have no children. She has a university degree in computer engineering. The husband has a university degree in electrical engineering.
5. A thirty four year old female from China was interviewed. She immigrated to Canada in July 2000 and has been residing in Sault Ste Marie ever since. She came here with her husband and seven year old son. Her first language is Chinese, and she speaks some English. She has a university degree. Her husband came with his family to Canada after being offered a job in Sault Ste. Marie.

6. A thirty-three year old woman from Poland was interviewed along with her husband. Her husband immigrated in 1994 and is a Canadian citizen. She was sponsored by her husband and immigrated in February 2000. She speaks Polish, along with English and some Russian. She did not speak English when she arrived in Canada. Her husband is a forester and was attracted to Canada because of its beautiful forests and forestry jobs. She has a university degree in nursing. They currently have one son, almost a year old, and another child on the way.

7. This forty-six year old German woman immigrated with her husband in June 2000. The couple have friends that live in Sault Ste. Marie. She came to Canada twice before to visit her friends. Her first language is German and she also speaks some English. She has nine years of primary school education.

8. A twenty-nine year old male from Russia was interviewed along with his wife (25 yrs old). They immigrated to Canada in February 2000 along with their two month old child. He stayed in Toronto for one month before moving to Sault Ste. Marie. He had found a six month contract for work in the Sault. He has a university degree and speaks Russian as well as some English. His wife stayed in Toronto for two months prior to coming to join her husband in Sault Ste. Marie. She does not work outside of the home although she has a university degree.

Services Accessed:

Citizenship and Immigration Canada

Several of the couples made arrangements prior to arriving in Canada. One couple used the Internet to make arrangements for coming to Canada. The remaining respondents made arrangements in Canada.

General Welfare

Several respondents accessed specific programs as detailed below.

Family Benefits

Two of the respondents have applied for assistance. One woman was informed about the program from her sister and she has applied with assistance from family members. Another woman applied with the assistance of her husband. A third woman with a seven year old son was unaware that such assistance was available.

Unemployment Benefits

None of the respondents accessed services related to this program.

Worker's Compensation

None of the respondents accessed services related to this program.

Canada Pension Plan

None of the respondents accessed services related to this program.

Accessing a Doctor

Several of the respondents have not been able to find a family doctor. One family was able to find a doctor through friends in Sault Ste. Marie and one family noted that extended family members are helping in the search for a doctor. One family noted that they do not have a family doctor, although they do have a pediatrician that they found through a prenatal course taken by the mother. The course instructor told the family about the doctor.

Public Education and School Enrollment for Children

One of the respondents was assisted by a friend who acted as translator as she enrolled her child in school.

Driver's Permit

One respondent indicated that she went to the Howson School for Driving in Sault Ste. Marie. She studied the driving manual and wrote the test in English. She stated that she took a bit more time than others to complete the test. She also stated that the staff there allowed her to respond verbally to some of the questions on the test. Her husband purchased the manual for her.

One respondent has an international driver's license, but will be applying for an Ontario license soon. She anticipates using the Prince of Wales Adult Education Centre as a resource. Another respondent went to the Ministry of Transportation with the direction and assistance of the staff at Prince of Wales. The staff person at Prince of Wales booked the appointment and answered all questions. One respondent does not have a driver's license, but knows she can find information about the process through the Prince of Wales Adult Education Centre. Two respondents wrote the test in German followed by a road test. No assistance was needed.

Two respondents went to the Korean Embassy in Toronto and received a notarization about their license. They then went to the Ministry of Transportation in Toronto. The Korean YMCA in Toronto informed them of the procedure. Two other respondents took some driver training in Toronto.

Food

One respondent was advised by her teacher at Prince of Wales as to what to purchase and where to shop.

Housing

One couple lived with the wife's parents for one month. The wife's mother helped in finding an apartment. The wife also looked at a bulletin board at Ontario Works in Sault Ste. Marie. Another couple relied on the assistance of friends in finding a place to live.

One couple searched the Internet for an apartment in Sault Ste. Marie. They signed a lease once they arrived in the city. Another couple was assisted by the husband's employer in finding a property.

One couple recalled a difficult time finding an apartment in Toronto. "We did not have a job when we first came to Toronto, and everyone kept asking about jobs. They would not rent to us without a job." They were able to find a place to live in Sault Ste. Marie using the newspaper.

Clothing

One respondent was advised by her teacher on where to buy warm clothing.

Social Assistance

See family benefits

Legal Advice

Two of the couples have accessed lawyers through friends or family members. One respondent noted that her husband told her a bit about the legal system, and staff at the Prince of Wales told her more, but she feels she does not yet have enough information.

Family Counselling

None of the respondents have sought family counselling.

Women's Shelter

None of the respondents have used the women's shelter. Most of the respondents are aware that a facility exists. They learned of this through various means: newspaper, television and ads on the bus.

Employment

One respondent started working as a tailor after making a dress for a friend. This friend took her to a dress shop where she was hired part-time. She did not use an employment centre. Another respondent works informally as a tailor for friends and teachers. She would like to work as a hair stylist, but needs additional training. She obtained information about courses, etc., from the Prince of Wales, but has decided to wait until her child is older. She noted that she needs to be "tested" for her skills, but there are no testing sites in Sault Ste. Marie. She believes that two years in school is too long for her. She notes that "it is an expensive and long process."

One respondent has looked for work with the assistance of the Prince of Wales Centre. He applied at a local factory as well as Sault Ste. Marie Transit (for the position of a bus driver). In order to work as a bus driver, he must have a bus license. He needs to have an actual bus to take the licence, but does not have one. Without a bus, it is impossible for him to take the test. He could rent a bus, but this is expensive. He saw the ad for bus drivers in the newspaper and went to the transit office on his own. Another respondent is a professional welder. He would like to work in his field. He needs to take a course for a specific machine that is popular in Canada but unavailable in Argentina. He needs training and searched for this at Sault Ste. Marie College, but the course is four hundred and seventy dollars, which he cannot afford. He was assisted by his parents-in-law in writing a letter to Ontario Works for assistance, but has not heard back from them.

One respondent is currently looking for work through the Internet. She has also used the Job Bank in Sault Ste. Marie. Staff at that office assisted with writing a resume. The teacher at the Prince of Wales Centre directed her to the Job Bank. Another respondent indicated that she is informed of local jobs by the staff at Prince of Wales. Resume development was also taught at the school. She currently works in a clothing store. She found this job through the Job Bank with her home computer. She found out about the Job Bank at the Prince of Wales. She notes that "the school gives lots of help if you need anything."

One respondent found a job in Toronto using the employment centre and the Internet. He also used newspapers and job counselors.

Community Orientation Tours

None of the respondents had a formal orientation tour of the community when they first arrived in Sault St. Marie.

HOST Program

None of the respondents have accessed Host related services.

LINC Program

None of the respondents have accessed LINC related services.

Internet Services, including settlement.org

One respondent accessed the TOEFL website while still in Thailand. She used it to practice her English. One couple indicated that they are aware of the web site "settlement.org". They have not had a use for this website as of yet, but have book-marked it just in case. They were aware of this website through the immigration website for Koreans moving to Canada.

One respondent used the Job Bank site from her computer at home. She had not heard of settlement.org. Another respondent used the Internet to find a job and accommodation. He also used the Internet to answer general questions about settlement issues.

ISAP

None of the respondents were aware of ISAP services.

Telephone

Friends, extended family members and co-workers often assisted with making arrangements for phone service. One respondent was informed about phone service in Canada through the Prince of Wales Centre.

Computers

All of the respondents had experience in using computers prior to arriving in Canada. One respondent indicated that she knew a bit about computers in Thailand. She has

continued to learn more at home with her husband and has also used a CD to learn English through the college in Sault Ste. Marie.

Several of the respondents have expanded their knowledge of computers through courses offered at the Prince of Wales Centre and/or through the assistance of family members. Two respondents are very involved with computers. They actually teach other students at the Prince of Wales on a casual basis. They used the computer extensively in their settlement process in Sault Ste. Marie (i.e. locating housing).

Transportation

Respondents learned about the local transportation system on their own or through the assistance of friends, family or co-workers.

Hospital

Most of the respondents have accessed services at the hospital. Some did so on their own while others had the assistance of friends or co-workers.

Banking

Respondents learned about the banking system through the assistance of friends, family or co-workers.

Shopping

Most respondents learned about shopping locally through a friend or extended family member.

Provincial Health System and Other Health Services

Many of the respondents learned about the health care system through the assistance of friends, family or co-workers. One couple obtained information about health insurance and other health matters from the Korean website for Koreans moving to Canada. Another couple received information from the Canadian Embassy in Moscow and learned additional information from their pediatrician and the prenatal classes in Canada.

One respondent is still learning about the health care system through relatives and the Prince of Wales Centre. Another respondents indicated that she does not feel she has been provided enough information about the health care system.

One respondent was unaware that she needed three months of health coverage when she came to Canada. She broke her leg and had to pay for health services (five thousand dollars). She received some information from the Canadian Embassy in Germany, but she said that they did not tell her enough detailed information.

Recreational Facilities

Respondents learned about the local recreational facilities on their own (phone book and advertisements) or through the assistance of friends, family or co-workers.

Religious Services

One couple found what they needed from the newspaper and phone book, although they do not attend a service of any kind. They actually have no idea what each church represents.

High School/College/University Courses

One respondent took a drawing class at the College in Sault Ste. Marie. She found out about the course through a flyer delivered to her home. One couple is currently attending night school at St. Mary's High School in Sault Ste. Marie. They are taking OAC English two nights per week for a total of six hours. They are also taking OAC History two nights a week for a total of six hours. They decided to take these courses to practice their English and to have contact with English speaking Canadians. They can also use these credits if they decide to go to College.

Distance Education

Most of the respondents have not accessed distance education programs. One respondent has used a CD to learn English through the college in Sault Ste. Marie.

Internet-based Learning

One respondent has used the web-site of TOEFL to practice her English. Another respondent indicated that she and her husband prefer learning in a class room setting rather than the Internet.

Assistance to Complete Health Insurance Applications

Many of the respondents were assisted by friends or did it themselves. One couple received assistance from the Korean YMCA in Toronto.

Interpretation and Translation Services

Only one respondent indicated using an interpreter. A Polish speaking lawyer in Sault Ste. Marie was used to translate some documents.

Escort Services to Assist in Settlement

Volunteers from the Prince of Wales Centre have accompanied a number of respondents on trips to access personal documents and services.

English Language Assessment to Prepare for English Language Instruction

None of the respondents could recall being assessed for English language training.

English as a Second Language Instruction

All of the respondents have attended or are currently attending English language training or literacy classes at the Prince of Wales Adult Education Centre in Sault Ste. Marie. Some of the respondents learned about the service through friends. One couple learned about the service through the Internet at the HRDC office in Sault Ste. Marie. The couple recently stopped attending to go to night school at a local high school. A staff person at Prince of Wales told them about the night school.

One respondent noted that she was only in the course at the Prince of Wales for two months full time prior to the birth of her baby. Since she had the baby, she has cut down on the number of classes. She now complains to her husband about not knowing enough English. She and her husband live eleven and a half kilometres away from the school, making travel with her baby on public transport very difficult. She would like a school closer to her location so she could attend three times per week.

Another respondent stated that when she arrived in Toronto she was given some brochures about ESL and language learning. One was about ESL available in Toronto, and another in Sudbury. "Just the big cities were listed." They did not know there were opportunities to learn English in Sault Ste. Marie. They finally learned about the local English language training course after their friends found an advertisement in the newspaper.

Employment Assistance such as Resume Writing, Cover Letter Writing and Job Search Skills

Only a few of the respondents indicated receiving assistance in resume writing and job search skills. This was typically obtained through the Prince of Wales Centre. One couple also hired the services of a professional consultant. A job bank counselor assisted one couple with resume development.

Public Education on Multiculturalism, Inter-cultural Communication, Cultural Sensitivity, Race Relations, Racism and Human Rights

Four respondents noted that the classes at Prince of Wales include speakers who speak on such issues. Two other respondents indicated that they learned about this through their English language training lessons. One couple learned additional information about this through the Internet in Korea.

Citizenship Classes

Most respondents have not attended citizenship classes. One respondent indicated that she has two more months before she is ready to apply for her citizenship. She has not received any classes, and does not know "the next step in the process".

Personal experience in accessing services:

Which services were the most difficult to access?

Which services were the easiest to access?

Respondents recalled several problems in accessing services. Several respondents noted that they were sometimes hesitant to ask for assistance or use services due to their limited English language skills. Respondents also find it frustrating to find a family doctor. Two respondents noted that they felt intimidated when entering the hospital.

One respondent stated that health services and English language training are difficult to access. She recalled how there were once two locations in Sault Ste. Marie to study ESL - one at the west end and one at the east end. She wishes that there were still English language training opportunities in both areas of town.

Respondents did not point out any service that was easy to access.

What is the most difficult thing about living in Ontario/Northern Ontario?

Several respondents felt that communicating in English was the most difficult thing about living in Ontario. Other problems included finding good jobs and finding a family doctor. One respondent stated that the most difficult thing is not having her son in Canada.

How could the service delivery agencies improve their services?

One respondent suggested there was gap in services in terms of education for newcomers *after* receiving tutoring from the Prince of Wales and *before* starting University or College. This would involve a slightly higher content of learning to prepare her for further education. She has been at the Prince of Wales for two years. She is unaware of any programs to assist her with bridging this perceived gap between English learning and higher education.

Another respondent suggested that more translation services could be made available. For example, she needed some assistance in the doctor's office and did not want her husband there to translate. She wanted privacy, but was unable to communicate this need.

One couple suggested that staff at HRDC should provide information on the settlement services offered at the Prince of Wales Adult Education Centre. The couple noted that newcomers apply for their Social Insurance Number at HRDC and it would make sense to have some type of referral or information service operating out of the HRDC office. The couple also suggested that the Prince of Wales Centre should provide information on how to find a residence, a family doctor, etc. According to the couple, the Centre has material posted on jobs but this needs to be expanded. The couple encouraged the various service providers to work together to develop a unified settlement service delivery office in Sault Ste. Marie. The couple would like to see a website developed for newcomers that would inform them of all of the local offices/agencies that can provide assistance. Finally, the couple noted that when they arrived in Vancouver airport and went to the immigration office, they were only able to access information on the services available in major cities in Canada. When they phoned these offices, they could not understand the messages because of their limited English language skills. They recommended that airports feature settlement information for all urban centers.

One other respondent also favoured the idea of developing a central service centre where all types of documents could be accessed including SIN and health cards.

Another respondent suggested that basic information about renting and leasing needs to be provided.

Name the person most helpful to you in settling in to Canada. What is your relationship to this person?

Family members were typically identified as being the most helpful individuals. One couple suggested that their co-workers were very helpful as well as their landlord.

Name the organization that was the most helpful and discuss how they were helpful.

The Prince of Wales Adult Education Centre was identified by every respondent as the most helpful organization.

If you were to be in charge of settlement services in Ontario, what would you do differently to help people settle into small towns in Ontario more easily?

One respondent suggested that more offices should copy the method of service delivery used by Ontario Works and Immigration which provide taped messages in some of the major languages such as Spanish. Another respondent suggested that more information on communities and the settlement services they provide be featured at airports. The respondent emphasized the need to communicate where newcomers could access ESL or English language training courses across the province.

Appendix J: Service Provider Profile - Sault Ste. Marie

The information presented in this profile follows the general structure of the focus group protocol for service providers outlined in Appendix B. As noted in section 2 of the report this interview was not part of the original work plan but was conducted in addition to the focus groups in Dryden and Timmins to add to the overall understanding of settlement services in Northern Ontario.

The following organizations were contacted regarding the study:

- The Office Administrator of the Prince of Wales Adult Education Centre
- Ontario Ministry of Community and Social Services, Sault Ste. Marie
- Algoma Community Care Access Centre
- Human Resources Development Canada, Sault Ste. Marie Office

Communication through the telephone and fax with the organizations occurred during the planning of the field visit. All organizations referred the consultant to the Prince of Wales Adult Education Centre. This centre is considered the central settlement service delivery agency in the region.

Prince of Wales Adult Education Centre

The representative from the Prince of Wales stated that Sault Ste. Marie used to be a designated settlement area, but lost this status. As a result, the number of immigrants has decreased and the immigrants arriving today typically have relatives already residing in the in town.

Goal

The Prince of Wales Adult Education Centre in conjunction with the Algoma Public District Public Board offers an English language program on a fee-for-service basis. Immigrants are permitted to participate in the course without paying a fee. The English language course is currently being offered to eighteen people including immigrants, people from Quebec and students from other countries that want to learn English. The College in Sault Marie occasionally refer some of its students to the program.

The Centre works with the School Board in attracting foreign students to the English language program. The program is advertised through the Internet. The foreign students must have student visas and be able to prove that they can pay room and board while living in Sault Ste. Marie. The Centre arranges for local families to act as host families for the visitors. Although no credits are offered the tuition is low compared with other similar programs offered in Canada. The tuition fees charged to foreign students and Canadians go towards covering operating costs and allow the program to be offered free of charge to immigrants.

Funding

Up until 1996, the Prince of Wales Adult Education Centre operated the Newcomer

Language Orientation and Culture (NLOC) program, which was funded through the Ontario Ministry of Citizenship and Culture.

The interviewee stated that the NLOC program had very rigid rules and regulations. For example, students in the program could not be Canadian citizens, could not be associated with the Embassy, and they had to be either immigrants or refugees. The representative from the Prince of Wales noted that the eligibility criteria of the NLOC program restricted the client base of the school in a number of ways. They noted that the program could not accept people from Quebec into the program. The restrictions also impacted on the wives of several men from Norway and Sweden who were in Sault Ste. Marie attending helicopter school as well as the wives of a number of Chinese men who were working short-term with the Ministry of Forestry.

When the NLOC funding was terminated the Prince of Wales and the Algoma Public District Public Board decided to run a general interest course. General interest courses in the public school board are under the "grey register". Currently, the English language program exists under the good will of the public school board, which provides teaching materials. The program is expected to cover its expenses through tuition fees. The courses are offered depending on the number of students interested in attending at any given time during the school year.

Services Provided to Newcomers

The program provides English language training to newcomers. Classes are offered five days per week, six hours per day for forty weeks from September to June. A summer program is offered five hours per day for five weeks starting in July. The Prince of Wales refer newcomers to other service organizations as needed.

Service Area

The service area for the program is Sault Ste. Marie and area.

Recipients of Services

Recipients include people seeking reading and writing skills and orientation to Canada. Enrolment is ongoing and new students can register at any time. As noted above, there is no fee for Canadian citizens, landed immigrants or refugees.

Service Delivery

The program uses text books, handouts and other learning materials, which are provided by the Algoma Public District Public Board. Orientation to Canadian culture is an integral part of the program. The morning session focuses on speaking and listening. It also covers the basic reading and writing skills necessary for filling out forms, banking, shopping and other life skill activities. The afternoon session focuses on pronunciation, vocabulary development, spelling, grammar and journal writing. Students work both individually and in small groups. Both the morning and afternoon classes use computers in the classroom.

The program used to run as many as ten classes at a time. This involved two hundred

and eighty to three hundred and fifty people per year. There was also a day care facility at the school. Currently, the program is only offering one class during the week and an evening class once a week.

Strengths

The English language program is fairly accessible to newcomers in that it features no fees for immigrants/refugees, allows participants to register at any time, offers day time or night time instruction, and has fewer regulations/eligibility criteria than the former NLOC program. The program also combines personal instruction with computer based learning and features orientation to Canadian culture.

Weaknesses

The program does not have stable funding and is dependent on having a sufficient number of paying students to cover expenses.

A significant challenge identified by staff at the Prince of Wales is the feeling of isolation felt by the school, staff and volunteers. Since the cut in funding, there has been very little contact between the school and other institutions providing ESL and/or settlement services across Ontario. The Prince of Wales has not been successful in obtaining funds to attend conferences such as the Teachers of English as a Second Language (TESL) conference held in Toronto. According to the interviewee, this has lead to the English language program becoming slightly stale over the years. For example, the current materials used for the program are out of date. Staff miss the experience of speaking with book publishers that attend the conference and the chance to upgrade their teaching materials.

Staff also feel isolated because they no longer have the funds to participate in the types of professional development courses that were associated with the LINC program. As a result, the school feels it has no choice but to wait until ESL teachers trained in the south come north and share new ideas and materials. The Prince of Wales also feels that it is missing out on government updates. Essentially, staff feel undervalued and isolated as a result of the loss of funding.

At one time the Prince of Wales had a Board of Directors, which was a requirement of the funding agency. The Board had members from most of the cultural groups within the city. According to the interviewee, when the NLOC funding was terminated the board dissolved and with it, the contact with ethnic communities. Currently, if the interviewee has time, she may call these people for input once a month, but this does not substitute for the monthly gathering and "round table" discussion.

Other Services Available in Sault Ste. Marie

The representative from the Prince of Wales stated that there are no translation services available at the school or elsewhere in Sault Ste. Marie. She stated that people needing translation have had to go to Toronto or Montreal for assistance.

According to the interviewee, the Ontario Works office in Sault Ste. Marie is reluctant to

provide support to newcomers. She stated that if people have been in Canada less than one year, then they are likely not to receive assistance. The interviewee stated that the Job Connect program, run by the Sault Ste. Marie College and funded by HRDC, provides more support for immigrants.

Some of the students at Prince of Wales have taken resume writing courses at the College. The interviewee noted that the staff at the College tend to provide more one-on-one assistance to newcomers.

Newcomers have difficulty, like other residents of the city, obtaining a family doctor. The Algoma Health Unit has started a list for the Provincial Academy of Medicine. The waiting list is approximately two years.

Appendix K: Report on One-on-one Interviews with Immigrants in Cornwall

This section presents findings from the one-on-one interviews with immigrants in Cornwall. The presentation of information in this section follows the general structure of the interview protocol for immigrants (Appendix B).

Background Information - Respondent Profile:

1 A sixty-five year old Sri Lankan woman immigrated to Cornwall in 1995 to be with her daughter who immigrated in 1990. Her first language is Tamil and she does not know English. Her daughter acted as translator during the interview. She was a Tamil language teacher in Sri Lanka and is now retired.

2. An interview was conducted with a forty-six year old man from Pakistan. He immigrated to Cornwall in September 2000 with his wife and five children. His wife is forty-six and his sons are nineteen and eleven and his daughters are sixteen, fourteen and nine. His first language is Urdu, and he also speaks Punjabi and English. They came to Cornwall because they have relatives there. This man is a veterinarian, educated in Pakistan. He is fluent in English.

3. An interview was conducted with a thirty-eight year old man who immigrated from France in May 2000. His first language is French and he knows some Spanish and English. He lived in Ottawa for about a week upon arriving in Canada, then moved to Casselman until October 2000. He has lived in Cornwall since that time. He has a doctorate in Pharmaceuticals. He has a wife from France, aged thirty-one, and a five year old daughter. His wife and daughter came to Canada in December 2000.

4. An interview was conducted with a Sri Lankan woman with three children (two daughters aged thirteen and eight and a son aged nine). Her husband died three years ago. She immigrated in December of 1992. She speaks Tamil and some English. She arrived in Toronto and went to Montreal, where she lived until June 1995. She then moved to Cornwall. She has a grade twelve education.

5. An interview was conducted with a thirty-eight year old male from Pakistan. He immigrated to Canada in 1998 with his wife (thirty-eight years old) daughter (twelve) and three sons (ten, eight and five). His first language is Urdu, and he also speaks English and a bit of French. He lived with his family in Montreal for two years upon arriving in Canada, then moved to Cornwall. He moved because he wanted his children to have an education in English rather than French. He and his wife have university degrees.

6. A thirty-seven year old woman from Pakistan was interviewed. She immigrated to Canada in April 1998 with her four children. Her husband had immigrated the year before. She lived in Toronto for six months with friends. She moved to Cornwall in October 1998, when she and her husband purchased a hotel business. Her brother also immigrated to Canada in 1999, and he and his wife and child live with her family at the hotel. She speaks Urdu, Punjabi and English. She completed high school and went

on to receive a diploma in teaching. She spent five years as a teacher prior to marriage. Her husband has a diploma as an electric technician.

7. An interview was conducted with a young woman who immigrated from China in 1996. She is now a Canadian citizen. She speaks Cantonese, Mandarin and English fluently. She came directly to Cornwall as her aunt lives there and sponsored her. Her husband and son immigrated with her. She completed high school and one year of acupuncture school in China. When she arrived in Canada she could not speak English.

8. A twenty-three year old woman from India was interviewed. She is a landed immigrant and her first language is Hindi. She also speaks English, Tamil, Urdu, German and a bit of French. She came straight to Cornwall upon arriving in Canada in December 2000. She has a Masters in Public Administration. Her husband came to Canada in 1999 and stayed in Toronto for three months. He found a job in Cornwall and she joined him there. The couple is expecting a baby. She is currently working at a cultural interpreter at the Immigration Services Agency in Cornwall on a voluntary basis.

9. An interview was conducted with a forty-two year old male from Pakistan. He immigrated in 1995 and his wife and children joined him in 1999. He lived in Montreal for four years prior to moving to Cornwall. Part of the motive for moving to Cornwall was to allow his children to be educated in English. He has two sons aged sixteen and twelve years and a ten year old daughter. He attended middle school in Pakistan. His wife has a primary school education.

10. An interview was conducted with a forty-five year old man from Pakistan. He speaks Urdu, Punjabi and some English. He immigrated to Canada in 1995 with his wife (aged thirty-five) and his two children, an eleven year old boy and a six year old girl. He lived in Montreal for one year before moving to Calgary for three years, then back to Montreal for eight months. He moved to Cornwall in September 2000 because he did not know French and did not want his children to be educated in French. He and his wife have grade ten education levels.

11. An interview was conducted with a forty-two year old female originally from Pakistan. She is a refugee who came to Canada in September 2000. She arrived with her children, a sixteen-year old boy, a fourteen-year old boy and a thirteen-year old girl. She speaks Urdu, English and Punjabi. Her sister was already living in Montreal when she arrived and she stayed with her for three months. She came to Cornwall because of her limited French language skills. She also wanted her children to study in English. Her brother lives in Cornwall, so she moved there. She has a university degree in economics from Pakistan.

Services Accessed:

Citizenship and Immigration Canada

One newcomer was greatly assisted in his process of immigration and settlement by the provision of an information package provided by the Canadian Embassy in Pakistan. He stated that the package was “comprehensive and helpful”. Several others also used the services at the Canadian Embassy’s in their countries of origin. Several newcomers were assisted by their family members or close friends. One newcomer was assisted by the Cornwall and District Immigration Services Agency (CDISA) in completing her application for citizenship. One family used a lawyer for their immigration process. Most of the newcomers have not yet applied for citizenship.

General Welfare

Four respondents have never obtained general welfare. Three respondents found information and assistance in completing the necessary forms through friends who spoke their own language. One respondent was told by the Employment and Education Resource Centre to approach Ontario Works. He has since obtained employment. Another respondent was assisted by her sister’s lawyer in Montreal.

The Cornwall and District Immigration Services provided information to two of the respondents. Another respondent indicated that this same organisation asked if he had obtained social assistance and he told them that he had already arranged for this.

Family Benefits

Two respondents indicated that they did not receive family benefits assistance. Cornwall and District Immigration Services Agency assisted two respondents and their families in obtaining family benefits. One of these respondents also indicated that he received information regarding family benefits from the package provided by the Canadian Embassy in Pakistan. The staff at the “welfare office” in Cornwall provided information to one man.

Another respondent indicated that he received a booklet from “immigration” when he and his family landed in Canada. He indicated that this book told them about family benefits, among other things. An accountant informed one family of these benefits. Another found out about family benefits from the tax form her husband completed.

One respondent indicated that she has little knowledge of family benefits and she believes that she cannot access this program until after her hearing regarding her refugee status.

Unemployment Benefits

None of the respondents accessed services related to this program.

Worker’s Compensation

None of the respondents accessed services related to this program.

Canada Pension Plan

None of the respondents accessed services related to this program.

Accessing a Doctor

Four respondents do not have family doctors. One respondent went to the hospital for a health care need and found out there was a Sri Lankan doctor practising in Cornwall. She obtained his phone number and now has him as her family doctor. Another respondent obtained a family doctor through a list provided when he applied for his health card. This list was sent from Kingston. Another respondent obtained a doctor in Engleside, a town half an hour away from Cornwall. The respondent's wife found this doctor. A family friend found another respondent's doctor.

Staff with the T.R. Leger School of Adult, Alternative and Continuing Education told one respondent how and where to find a doctor in Cornwall. Another went to the hospital for a pregnancy test and they found a doctor for her. Finally, relatives assisted another family in finding a Chinese-speaking doctor.

Public Education and School Enrolment for Children

Of the respondents with children, three enrolled their children in school on their own initiative. A babysitter and a friend of two separate respondents assisted in enrolment. A person in the local Indian grocery store told one respondent about school enrolment.

Driver's Permit

One respondent stated that he was unable to afford a car and as such has not obtained his licence yet. Another respondent indicated that she has not applied for a licence. Five respondents obtained their licences independently. Relatives and friends assisted the remaining respondents.

Food

None of the respondents required assistance in accessing food.

Housing

One respondent found an ad for a house on the Internet while in his country of origin. One family lives in the hotel they purchased. This respondent went to a real estate office in Toronto to search for a hotel business, and they made all the necessary arrangements. Seven respondents lived with family when they arrived, and were assisted by relatives and friends in their search for a place to live. Two of these seven respondents also used the newspaper to search for a place to live. One respondent indicated that the Immigration Services Agency staff assisted in his search for an apartment. Only one respondent indicated that no assistance was required in finding a place to live.

Clothing

Only one respondent indicated that the immigration office in Quebec provided warm clothes and bed sheets for the family. This occurred prior to coming to Cornwall while she was living in Montreal.

Legal Advice

Three of the respondents in Cornwall indicated that they had used a lawyer since arriving. One respondent was referred to a lawyer by his bank manager, who suggested the name of a French-speaking lawyer for use during the purchase of his house. Another was directed to a lawyer by his real estate agent. One couple indicated that they had a lawyer to do their immigration work for them. They found an appropriate lawyer in Montreal through a relative in the United States.

Family Counselling

None of the respondents have sought family counselling.

Women's Shelter

The majority of the respondents had heard about the women's shelter in Cornwall. They found out about this service through relatives and friends. One respondent indicated that she found out about the shelter during her ESL classes at T.R. Leger. Three respondents indicated that they had never heard of such services.

Employment

One respondent indicated that she has no need for this information as she is retired. Another stated that she did not need this type of information as she is already employed. One respondent went to the local Government of Ontario Information Centre to register his own computer-related business. In addition to providing information on registering a business, these 'Access Centres' provide free publications, information and government forms, and answer questions about government services. They also provide referrals to government staff for more specialized help.

One respondent currently works for a French firm and wishes to continue doing this work in a minor way. He did not use any settlement services related to job search, although he reported that his wife had gone to HRDC for assistance. She received help with her resume and an opportunity to look through job ads. She also used a job counsellor at HRDC.

Four respondents received assistance in finding employment from the Employment and Education Resource Centre. This involved a workshop on resume writing, job search and interview skills. They also received information on the rights and responsibilities of workers in Ontario. Of these four respondents, one indicated she had problems in the beginning because she had no job references. She indicated that the Employment and Education Resource Centre was very helpful. She was involved in a specialized program called the Forty-Plus Program at the EERC. They provided job counselling and other job search related skills. She currently works as an interpreter for the Immigration Services Agency. She began as a volunteer, but is now being paid.

Three respondents indicated that they had learned important job-search related information from HRDC. As well, a respondent indicated that a representative from HRDC came to her ESL course at T.R. Leger School and provided general information

on working in Canada, as well as job search skills. One of the respondents from India looked on a "web-site about Cornwall" (she could not recall the exact web-site) and found the HRDC office in Cornwall. She was communicating about job possibilities with staff at HRDC through the email prior to arriving. She has also used newspapers to search for employment.

One respondent indicated that her teachers at T.R. Leger have assisted her with resume development, etc.

In most cases, the Cornwall and District Immigration Services Agency was the organization that directed people to receive education on job search skills. Two respondents indicated that they had participated in the new program developed by agency called Job Readiness Program. This program focuses on newcomers and their search for employment.

Community Orientation Tours

None of the respondents had a formal orientation tour of the community when they first arrived in Cornwall.

HOST Program

None of the respondents have accessed Host related services.

LINC Program

None of the respondents have accessed LINC related services.

Internet Services

Only one respondent indicated that he obtained a significant amount of settlement information from the Internet. He used it to find a house, to obtain information about starting his own business, and for ESL opportunities. One respondent noted that the Internet was useful in learning about local recreational facilities and job opportunities.

ISAP

None of the respondents were aware of ISAP services.

Telephone

Three respondents obtained telephone services on their own. Friends and relatives assisted the other respondents in obtaining phone services.

Computers

Seven of the eleven respondents have experience in operating computers. Five of these respondents learned computer basics at T.R. Leger School. The Life Long Learning Centre run by the Upper Canada School Board provided computer training to one respondent. Most of the respondents learned about computer training opportunities through the Cornwall and District Immigration Services Agency. The EERC was instrumental in directing one respondent to the computer training being offered at T.R. Leger School. One respondent noted that he received on-the-job experience with

computers. Four respondents stated that they are unable to operate computers.

Transportation

Respondents learned about the local transportation system on their own or through the assistance of friends, family or co-workers who drove them around Cornwall.

Hospital

Most of the respondents have not been to the hospital in Cornwall. One respondent went with her daughter, while two others went on their own. One respondent stated that she learned about the hospital, as well as the police, women's shelter and fire station through her ESL course.

Banking

Eight respondents indicated that they accessed banking services on their own initiative. Three respondents stated that they were assisted by family relations.

Shopping

Most respondents learned about shopping on their own initiative when they arrived in Cornwall. Relatives assisted three respondents. One of the respondents was assisted by a friend.

Provincial Health System and Other Health Services

Two respondents used the Internet and a package provided by the Canadian Embassy to find information on the Ontario health system. A number of respondents were provided with information through family members. Three people learned about the health system during ESL classes at T.R. Leger School. Three others could not recall how they learned about the health system. One respondent indicated that she initially had problems obtaining a health card because she provided the wrong personal information.

Recreational Facilities

One respondent searched for recreational facilities in Cornwall using the Internet. Another respondent stated that he is unable to afford recreational activities. One respondent learned about recreational opportunities during ESL class. This person also asked a neighbour about swimming lessons for her son. One respondent stated that he found activities on his own.

Religious Services

In most cases, relatives assisted the respondents who attended religious services. In three cases people found out about religious opportunities on their own initiative. One respondent reported that when she started to go to school at T.R. Leger she became associated with other Muslims who told her about nearby mosques. Two other respondents found out about religious opportunities through the Indian community in Cornwall. One respondent accessed religious services by first looking in the phone directory for other members of the Indian community and then calling to ask for a referral to a religious service.

High School/College/University Courses

T.R. Leger provided information regarding educational opportunities to several respondents. One was interested in an on-line course from St. Lawrence College. She spoke to an academic counsellor there, who told her about a nursing course. She is still looking into this. Another respondent was referred by EERC to a French language course at the Life Long Learning Centre in Cornwall. Cornwall and District Immigration Services provided education-related information to a respondent currently taking a computer course. This person also took two interpreter training courses through the Immigration Services Agency.

Distance Education

None of the respondents have accessed distance education programs.

Internet-based Learning

None of the respondents have accessed Internet-based learning opportunities although one respondent has expressed interest in a course offered St. Lawrence College.

Assistance to Complete Health Insurance Applications

Cornwall and District Immigration Services Agency assisted three respondents in completing their health insurance applications. Two more were assisted by T.R. Leger School. Family members who have been in Canada for a longer time assisted another respondent. The rest were able to complete the applications on their own initiative.

Interpretation and Translation Services

In some cases respondents have relied on friends who speak their language and who have lived in Canada for a number of years. Respondents have also relied on the interpreter service offered by the Cornwall and District Immigration Services Agency.

Escort Services to Assist in Settlement Process

Although no formal escort services are available, several respondents were escorted to access services with the assistance of friend and/or family members.

English Language Assessment to Prepare for English Language Instruction

Only one respondent recalled being assessed for English language instruction. This was done in Ottawa. He was unable to recall the name of the organization.

English as a Second Language Instruction

The T.R. Leger School of Adult, Alternative and Continuing Education offers an ESL course in Cornwall. One retired woman had never taken English lessons and spoke little English. Two respondents indicated that they had no need for this service. One of these respondents spoke English well when she arrived, and the other did not speak English well, but stated that he did not need to learn English as his job as a security guard did not demand it. All of the other respondents had taken ESL at T.R. Leger School. All except one respondent was referred by Cornwall and District Immigration Services Agency. The remaining respondent was referred by friends. One respondent

reported that she did not attend ESL classes until seven years after she arrived in Canada. She raised her small children at home for a number of years before initiating her ESL course two years ago.

Public Education on Multiculturalism, Inter-cultural Communication, Cultural Sensitivity, Race Relations, Racism and Human Rights

Five respondents indicated that they had received such information through their ESL course. Another respondent indicated that she learned about these issues at T.R. Leger. One respondent is a cultural interpreter at the Immigration Services Agency. She learned about these issues during her training with the agency.

Citizenship Classes

One respondent indicated that she attempted to attend a citizenship class at T.R. Leger School but was unable to participate since the class was a full capacity. She studied for her exam at home.

Multicultural Festivals

Two respondents had attended a multicultural festival in Cornwall. One respondent recalled receiving an invitation to the festival but was unable to attend. She noted that other Chinese members of the community received invitations as well. She suspects that this was done to promote the festival.

Personal experience in accessing services:

Which services were the most difficult to access?

Which services were the easiest to access?

- A respondent indicated that nothing was really difficult since he speaks French and most office people in Cornwall also speak French. Four other respondents indicated that she found all the help and assistance that she needed.
- A respondent indicated that finding a job has been the most difficult thing. He has found settlement services to be relatively easy to access.
- A respondent said that finding reliable and available interpreters was very difficult.
- One respondent had a hard time accessing information about running a business.
- One respondent indicated that she encountered difficulty in accessing family health care. She stated “doctors do not listen and do not care”. She recalled how she had to wait in Emergency at the hospital for four hours when her child was ill.

What is the most difficult thing about living in Ontario/Northern Ontario?

- One respondent stated that her most difficult experience in Canada involved the death of her brother. She believes the emotional shock of this event has delayed her settlement process in Cornwall.
- Finding a job has been the most difficult task. He said that for a while his family was thinking of returning to Pakistan because of their financial difficulties. He also said that not having a car has proven difficult.
- One respondent indicated that nothing has been difficult.
- Not communicating in English for over seven years.

- One respondent identified job opportunities as being difficult to locate. However, he noted that the Internet makes it easier to find work.
- The most difficult thing has been trying “to understand” people. She noted that her English language skills are getting better, but she still faces situations where she does not understand what is being said.
- One respondent recalled her frustration in not knowing the English language and trying to communicate with the doctors and nurses at the hospital regarding an operation. No translator was available, so she had to use sign language to communicate. This was a very stressful time in her life.
- A respondent indicated that knowing English has made the process easier. Also, she stated that people in Cornwall are very helpful. “Everything is systematic - people can be independent quickly if they speak English”.
- Language is the most difficult barrier, according to one respondent man.

How could the service delivery agencies improve their services?

- One respondent suggested that the staff and volunteers at settlement service agencies should be from other countries. This respondent felt that settlement service staff who have experienced the immigration process would have a better understanding of the needs and problems of newcomers in Ontario. The respondent also suggested that newcomers would also feel more comfortable in approaching these staff to get assistance. He suggested that some newcomers find big offices to be quite intimidating given their experiences in their country of origin.
- One respondent stated that newcomers should be taught English and how to use the Internet as soon as they arrive. He believes that having training on the Internet combined with English language acquisition would allow newcomers to access everything they need to know.
- One respondent indicated that services in Canada are very satisfactory. “If it were not for these services, it would be very difficult.” She especially appreciates the educational opportunities available to her. This includes English language training, computer training, and job search skills development.
- One respondent suggested that increasing the availability of translators would be an excellent improvement. She would also like to see more advertising for settlement services. She also stated that the focus of all settlement services should be on language instruction. She stated that the focus of language instruction should be on comprehension as opposed to reading and writing.
- One respondent believes that more effort should be placed in assisting immigrants in finding work, such as trying to match resumes with a specific job and promoting people in the business community.

Name the person most helpful to you in settling in to Canada. What is your relationship to this person?

- One respondent indicated that the Internet had been the most helpful thing in settling in to Cornwall.
- Three respondents stated that relatives were the most helpful in orientation.
- Two respondents stated that friends were the most helpful people.

- Two respondents suggested that staff at T.R. Leger were the most helpful, especially in learning English.
- One respondent pointed to a staff member at Cornwall and District Immigration Services as the most helpful person they had yet met in Canada.

Name the organization that was the most helpful and discuss how they were helpful.

Almost half of the respondents stated that the Cornwall and District Immigration Services Agency was very helpful in their settlement process. Almost as many suggested that the T.R. Leger School was also helpful in learning English.

Other resources that were particularly helpful?

- A respondent indicated that the package offered by the Embassy in Pakistan was helpful.
- A respondent indicated that the education, health and social assistance available in Canada is great and very helpful. "If we had these rules in Pakistan, I would not have left there," she said.
- A respondent indicated that English language training is excellent for immigrants. "The instructors are right there to help you. They are supportive and make you feel like you are not alone." She also said that having a sponsor is very important.
- A respondent said that finding an Asian store was the smartest thing he did because he was able to access the immigrant community and the necessary information.

If you were in charge of settlement services in Ontario, what would you do differently to help people settle into small towns in Ontario more easily?

- A respondent indicated that there should be one academy in Canada where all immigrants who need to upgrade their certifications. He has a vet degree, and needs to do his masters over again.
- One respondent noted that nothing should change and that all is well.
- One respondent indicated that having one centre for all settlement services would be very helpful. She also said that language instruction should take place in one building. She said that it used to be this way, and there was a great feeling of community. They all used to stand together in the morning and sing O Canada. They no longer do this because the classes are all spread out.

Appendix L: Service Provider Profile - Cornwall

The information presented in this profile follows the general structure of the focus group protocol for service providers outlined in Appendix B. As noted in section 2 of the report this interview was not part of the original work plan but was conducted in addition to the focus groups in Dryden and Timmins to add to the overall understanding of settlement services in rural and remote areas of Ontario.

Interviews were conducted with the following service providers:

- The Program Coordinator of the Cornwall and District Immigrant Services Agency (CDISA)
- The Program Coordinator at the Employment and Education Resource Centre (EERC)
- The English Language Training Coordinator at the T.R. Leger School of Adult, Alternative and Continuing Education

A. Cornwall and District Immigrant Services Agency - Settlement Program

Goal

The objective of CDISA is to help newcomers and other immigrants adjust to Canadian culture, and to enable them to more readily participate in, and to contribute effectively to the economic, political, cultural and social life of their new community.

An important function of the agency is to act as a support organization to other social services agencies in Cornwall and District. For example, the Children's Aid Society will often call on CDISA for assistance with newcomer families. The representative from the agency noted that the loss of CDISA in the community would likely prevent other public agencies from serving their clients to the fullest degree.

Funding

The Ontario Ministry of Citizenship provides core funding for this organization. The United Way also provides funding for the agency. The representative indicated that the agency would welcome ISAP funding as it would provide additional opportunities for staff to participate in professional development programs.

Services Provided

Services provided to newcomers include information about:

- Immigration
- Family benefits/General Welfare
- Unemployment Insurance
- Worker's Compensation
- Training
- Family Law
- Finance
- Housing

- Employment
- Health
- English language training/Tutoring
- Legal Aid

Services also include referrals for the following:

- Arranging Appointments
- Housing Search
- Individual Counselling
- Marital Counselling
- Extended Family Counselling
- Crisis Counselling
- Employment Counselling
- Health / Family Planning
- Torture Victims Counselling
- Legal Counselling
- Addictions Counselling

The organization also arranges access to the following services:

- Arranging Appointments
- Escorting Clients
- Providing Interpretation
- Translating Documents
- Filing Forms
- Writing Correspondence

CDISA also advocates on behalf of newcomers by helping newcomers when they need assistance in communicating their needs and special circumstances to other service providers. Advocacy activities include:

- Assisting with Appeals
- Assisting with Filing Complaints
- Accessing Work Permits
- Accessing Language Training

Counselling is offered in the following areas:

- Assessment of Clients (includes conducting intake profile; establishing client needs regarding housing, health care, etc.; developing an action plan)
- Short-Term Supportive Counselling (providing encouragement and counselling on adaptation problems)
- Self-Help Groups (supporting abused women, seniors, youth, parents)

Community Development and Education activities include:

- Assessment of Community Needs
- Program and Activities (support groups, training programs, collective programs, recreational activities)
- Promotion of Programs
- Workshops
- Public Speaking (organizing workshops, sensitizing professionals)
- Network and Coalition (organizing around issues and sharing information)

Newcomer programs offered by CDISA include:

Employment Readiness Program for Newcomers and Immigrants

The Employment Readiness Program is designed to educate immigrants and other newcomers in strategies for finding and maintaining employment in Canada. During an interview with a representative from the Agency, it was found that this program is more suited to the needs of immigrants as compared to a similar program offered in Cornwall by the Employment and Education Resource Centre of Cornwall and District, Inc. (See below for a description of the services offered by EERC). The difference lies in the culturally sensitive approach offered by the Cornwall and District Immigration Services Agency's Employment Readiness Program for Newcomers and Immigrants. The program is tailored to the needs of newcomers.

The services provided by the organization include Employment Readiness Workshops. These are provided full-time for three-day periods, and part time during afternoon and evenings. People who successfully complete the workshops are assisted in their job search, and may be given the opportunity for job placement and further coaching. Individual counselling on employment needs and related issues is also provided. The workshops provide information on the local job market, the rights and duties of workers in Ontario, educational opportunities and Canadian accreditation for foreign education and professional qualifications. People new to Canada and looking for work are invited to participate free of charge. Intermediate or higher level English is necessary for workshop participation.

Cultural Interpretation Program

The Cultural Interpretation Program assists non-English/French speaking individuals to access and receive both personal and vocational service and to facilitate communication and minimize language barriers. There are over fifteen trained cultural interpreters available for cultural interpretation. The program increases the abilities of service providers in the health sector, social services sector, employment sector etc., to

respond to the needs of non-English/French speaking individuals. This program is maintained through funding from the United Way.

Service Area

The service area for the organization includes Cornwall and District. This is the only agency providing settlement services to newcomers between Ottawa and Kingston. The representative stated during the interview that the organization is expected to provide services to Cornwall's outlying areas, but they have no travel expense budget to provide this service. They attempt to provide services via the phone, but it is felt that what is provided, is limited by the lack of a travel budget.

Recipients of Services

The clients of CDISA include recent immigrants and any one who is experiencing difficulty in the community because of linguistic and/or cultural differences. The agency also provides assistance to other agencies, organizations and institutions that serve newcomers and other immigrants. This includes Ontario Works, HRDC, Cornwall and District Housing Authority, Children's Aid Society, Sexual Assault Support Services and Shelters, local schools, T.R. Leger School of Adult, Alternative and Continuing Education.

It is important to note that the agency serves both primary immigrants (those that immigrate directly to Cornwall) as well as secondary immigrants (those moving mostly from Montreal to Cornwall). The representative from the Agency suggested that secondary immigrants move to Cornwall for two reasons. She stated: "The first is that they desire their children to learn English in school, and this is not possible in Quebec. The second is that English instruction in Quebec is expensive." She added that the cost of living in Cornwall is less expensive.

Service Delivery

Service delivery includes enquiries and referrals via phone, fax or email. It also includes one-on-one counselling, classes and personal tutoring for English language training, self-help groups and personal escort for clients in need of translation or other services.

Strengths

CDISA provides information and referrals to newcomers. It serves an important function in the community as a linkage for newcomers to other social services agencies in Cornwall and District. CDISA offers an Employment Readiness Program that is specifically designed to educate immigrants and other newcomers in strategies for finding and maintaining employment in Canada. CDISA also has over fifteen trained cultural interpreters available for cultural interpretation.

Weaknesses

CDISA is the only agency providing settlement services to newcomers between Ottawa and Kingston. The Agency is responsible for providing services to Cornwall's outlying areas. The Agency services Cornwall's outlying areas by telephone as there is no

money in the budget allocated for travel expenses. It is felt that this type of service is not the most effective form of delivery in relation to personal contact with the client. Staff as CDSA would like more opportunities to participate in professional development programs.

B. Employment and Education Resource Centre

Goal

The goal of the Employment and Education Resource Centre (EERC) is to prepare and guide individuals in finding and maintaining employment.

Funding

This organization is partially funded by the Ontario Ministry of Training, Colleges and Universities.

Services Provided

The centre assists individuals in finding employment by offering “career clarification” to ensure that the client has a focus on a specific job. They also assist with job searches and offer courses on resume writing, researching companies and preparing for an interview. The following is a brief description of the specific programs offered through EERC.

The Job Connect Program assists the unemployed in providing training or education by providing employment preparation skills and knowledge needed to find and maintain employment. This program is aimed at people sixteen years of age and older, with a focus on youth, persons in receipt of Social Assistance and persons not defined as insured under the Employment Insurance Act.

The Shine Program is focused on people sixteen to twenty-nine years of age and offers career-readiness counselling and training, life and job skills training, workplace simulation and direct on-the-job work experience. This program is funded by HRDC and the Ministry of Training, Colleges and Universities.

Counselling is also offered to individuals in receipt of Employment Insurance. This involves career exploration, skills enhancement, job maintenance and job search techniques. It is funded by HRDC.

Labour adjustment services are offered to employees affected by plant closures or downsizing. This program involves peer helping training, job search techniques and employment counselling and career clarification. Funding is provided by the Ministry of Training, Colleges and Universities, as well as Business Training and Adjustment Services.

Operation 40+ is a program geared to unemployed people forty years or older. It involves placement services, specialized seminars and networking and support activities, and is funded by HRDC and the Ministry of Training, Colleges and

Universities.

Other programs offered by EERC include the Ontario Disabilities Support Program Employment Services, Student Services Centre, Summer Jobs and Volunteer Youth in the Millennium. Funding is provided by a variety of sources, including the Ministry of Community and Social Services, the Ontario Association of Youth Employment Centre, Trillium Foundation, Canadian Imperial Bank of Commerce, HRDC and the Ministry of Training, Colleges and Universities.

Services Specifically Provided to Newcomers

The representative from EERC stated that: "Immigrants have very special needs that cannot be fulfilled by self-directed centres such as this one. The support systems, such as multicultural associations and cultural communities - which larger cities have - do not exist in Cornwall. Larger communities offer employment opportunities and a venue for orientation to the new culture. They also offer support and interpretation services."

The EERC representative indicated that the counsellors at EERC are ill-prepared to deal with some of the culturally sensitive issues related to immigrants looking for work.

EERC has used the services of the CDISA. CDISA has provided interpreters and translators when necessary, usually for developing resumes. They have also assisted with researching equivalencies in job and education credentials of immigrants.

The representative from EERC suggested that newcomers starting a job would benefit from having someone coach them through their first few days. The representative suggested that a fellow employee and translator could accompany the newcomer for an initiation or training period until they are comfortable and know the job well.

The EERC representative also felt that the amount and intensity of follow-up and support (available at the Immigration Services Agency) is not sufficient. The representative indicated that more work needs to be done promoting an individual to a company that is looking for workers. She added that the Employment Readiness Program offered by CDISA is an excellent program, but that it needs to be expanded. The EERC representative noted that she would welcome a partnership between CDISA and EERC for this purpose. The two are located in the same building which would facilitate the partnership. While the representative indicated an interest in entering a partnership with EERC she acknowledged that someone has yet to take the initiative in pursuing this.

Service Area

The service area for the organization includes Cornwall and District.

Recipients of Services

Programs offered by EERC are generally directed at individuals in need of employment counselling/training. Certain programs are directed at specific age groups.

Service Delivery

Service delivery includes one-on-one counselling and classes.

Strengths

EERC assists individuals in finding employment through a variety of programs that are geared toward different age groups.

Weaknesses

EERC does not offer a program specifically designed for newcomers. EERC recognizes that the Employment Readiness Program offered by CDISA is a good program but believes improvements could be made.

C. T.R. Leger School of Adult, Alternative and Continuing Education

Goal

According to the mission statement, The T.R. Leger School of Adult, Alternative and Continuing Education is committed to being a provincial and community leader supporting educators' efforts to develop learning environments in which all students succeed. The school will:

- Advocate for a clearly defined set of beliefs and values about adult and alternative education.
- Provide a highly respected environment in which adult and alternative learners will be supported and encouraged to pursue their personal and career goals.
- Provide learning via state-of-the art teaching strategies and technologies that best meet the needs of learners and educators.
- Provide highly qualified professional development experiences for educators and support staff.
- Influence the pursuit and use of best adult alternative education practices by educators and other policy makers.

Funding

Funding for the T.R. Leger School is provided through the Upper Canada District School Board.

Services Provided

The school provides credit programming for people who want to earn an Ontario Secondary School Diploma.

Services Specifically Provided to Newcomers

In addition to the credit programming, T.R. Leger delivers a program in English language training. This program is specifically designed to meet the needs of new Canadians who require English language skills.

The English language training program is a non-credit course for adult newcomers to Canada. Students entering the program are assessed by T.R. Leger staff using the

standards of the Canadian Language Benchmark Assessment (CLBA) as a guideline. Students are placed in an appropriate class to learn reading, writing and listening/speaking skills. An afternoon conversation class is available to give beginner level students the opportunity to discuss various topics and practice everyday conversation. Evening courses in English language training are sometimes offered to provide additional instruction to daytime students or for those who are working during the day who wish to improve their English skills.

A non-credit micro-keyboarding course is offered to intermediate and advanced students in the afternoon. The course is for students who may have had little previous exposure to computers and who want to learn keyboarding and word processing skills.

Citizenship classes are offered twice a year to prepare those who will be taking their Canadian citizenship exam.

Service Area

The course is offered at the Cornwall campus of the Upper Grand District School Board Eastern Region, which includes the counties of Stormont, Dundas, Glengarry, Prescott and Russell.

Recipients of Services

Clients include newcomers to Canada.

Service Delivery

The program features small classes with some individual learning.

Strengths

T.R. Leger delivers a class room based English language program specifically designed to meet the needs of new Canadians. Students entering the program are assessed by T.R. Leger staff using the standards set by the Canadian Language Benchmark Assessment (CLBA). The program is offered during daytime and evening hours. T.R. Leger also offers a computer training course.

Weaknesses

No weaknesses were identified by the respondent.

Appendix M: Service Organizations that Participated in the Study

Timmins

Timmins Human Resource Centre Canada
273 Third Avenue
Timmins, Ontario
P4N 1E2
Phone: 705 267 6271
Fax: 705 267 7099

Cochrane District Community Care Access Centre
60 Wilson Avenue, Suite 302
Timmins, Ontario
P4N 2S7
Phone: 705 268 7722
Fax: 705 268 8302

Timmins and District Victim Crisis Assistance and Referral Service
250 Third Avenue
Timmins, Ontario
P4N 1E3
Phone: 705 264 4242
Fax: 705 264 4340

Salvation Army, Timmins Corps
90 Birch Street South
Timmins, Ontario
P4N 2A7
Phone: 705 264 2922

Cochrane Child and Youth Service Incorporated
60 Wilson Avenue, 2nd floor
Timmins, Ontario
P4N 2S7
Phone: 705 267 7973
Fax: 705 268 7607

Porcupine Health Unit
169 Pine Street South, Postal Bag 2012
Timmins, Ontario
P4N 8B7
Phone: 705 267 1181
Fax: 705 264 3980

Ontario Legal Aid Plan
202, 03 Pine Street South
Timmins, Ontario
P4N 2J9
Phone: 705 264 9472

Cochrane Temiskaming Children's Treatment Centre, Timmins Head Office
733 Ross Avenue East
Timmins, Ontario
P4N 8S8
Phone: 1 800 575 3210
Fax: 705 268 3585

Children's Aid Society, Porcupine and District
600 Toke Street
Timmins, Ontario
P4N 6W1
Phone: 705 268 6655
Fax: 705 360 7200

Timmins Public Library
236 Algonquin Blvd. East
Timmins, Ontario. P4N 1B2
Phone: 705 360 8469
Fax: 705 268 9185

Timmins and District Hospital
700 Ross Avenue East
Timmins, Ontario
P4N 8P2
Phone: 705 267 6371
Fax: 705 360 6008

Community Mental Health Association
239 Wilson Avenue
Timmins, Ontario
P4N 2T3
Phone: 705 267 8100
Fax: 705 268 8742

Timmins Learning Centre
94 Pine Street South
Timmins Ontario
P4N 2K2
Phone: 705 268 8900
Fax: 705 268 4870

Cochrane and District Social Services Administration Board
38 Pine Street North, Unit 120
Timmins, Ontario
P4N 6K6
Phone: 705 268 7722
Fax: 705 268 8290

Literacy Network North East
138 Pine Street North, Suite 146
Timmins, Ontario
P4N 6K6
Phone: 705 267 5663
Fax: 705 267 5711

Timmins Volunteer Centre
85 Pine Street South, Suite 07
Timmins, Ontario
P4N 2K1
Phone: 705 264 9765
Fax: 705 264 9767

Chamber of Commerce, Timmins
P.O. Box 985
Timmins, Ontario
P4N 7H6
Phone: 705 360 1900
Fax: 705 360 1193

St. Georges Church
222 Cedar Street South
Timmins, Ontario
P4N 2H1
Phone: 705 264 0458

Venture Centre, Community Futures
134-38 Pine Street North
Timmins, Ontario
P4N 6K6
Phone: 705 360 5800
Fax: 705 360 5656

PACE Centre – Programs in Adult and Continuing Education, Timmins Board of Education
150 Brousseau Avenue
Timmins, Ontario
P4N 5Y4
Phone: 705 264 6959
Fax: 705 268 6891

Community Education Initiative
Contact Stephane Gallant
Strategic Plan Coordinator
Phone: 705-360-8479

Northern College, Literacy and Basic Skills program
P.O. Box 3211
Timmins, Ontario
P4N 8R6
Located at 465 Highway 101 East, South Porcupine
Phone: 705 235 7240
Fax: 705 235 7279

Multicultural Association of Timmins, with further contacts made with participating clubs including La Ronde (French language school and cultural organization), Slovenian, Scottish, Irish, German, Austrian, Ukrainian, East Indian, Croatian, Finnish, Dante (Italian), Polish White Eagle Society, Chinese Community Centre, and Filipino community members.
Contact Marjorie Boyd
P.O. Box 2278
Timmins, Ontario
P4N 8E7
Phone: 705 268 0735

Dryden

Dryden Literacy Association
#4 – 52 Van Home Avenue
Dryden, Ontario
P8N 2A9
Phone: 807 223 5135
Fax: 807 223 5156

Ontario Works
30 Van Home Avenue
Dryden, Ontario. P8N 2A7
Phone: 807 223 4442
Fax: 807 223 8385

The United Church
23 Van Home Avenue
Dryden, Ontario
P8N 2A6
Phone: 807 223 2119

Welcome Wagon, Dryden
Contact Diane Bergeron
Phone: 807 223 8835

Chamber of Commerce, Dryden
Box 725
Dryden, Ontario
P8N 2Z4
Phone: 807 223 2622
Fax: 807 223 2626

Dryden District Crisis Shelter, Hoshizaki House
P.O. Box 974
Dryden, Ontario
P8N 3E3
Phone: 807 223 3226
Toll Free: 1 800 465 7221
Business Calls: 807 223 7311

Confederation College
41 Duke Street
Dryden, Ontario
P8N 1E6
Phone: 807 223 3035
Fax: 807 223 2994

Multicultural Association of Dryden
No longer operating

Kenora

Kenora District Housing Corporation
45 King Street, Suite 1
Dryden, Ontario
P8N 1B7
Phone: 807 223 3087
Fax: 807 223 3397

Lake of the Woods Adult Learning Line
25 Main Street South
Kenora, Ontario
P9N 1S8
Phone: 807 468 8202
Fax: 807 468 3921

Multicultural Association of Kenora and District
207 First Street South
Kenora, Ontario
P9N 1C2
Phone: 807 468 7140
Fax: 807 468 3895

Community Interpreter Access Service
207 First Street South
Kenora, Ontario
P9N 1C2
Phone: 807 468 9443
Fax: 807 468 3895

Lake of the Woods Employment Action Project, Inc. (LEAP) – Job Connect
25 Main Street South
Kenora, Ontario
P9N 1S8
Phone: 807 468 1911
Fax: 807 468 6940

Food and Clothing Assistance – Knox United Church, Kenora
116 Fifth Street South
Kenora, Ontario
P9N 2A2
Phone: 807 468 6923

Women's Shelter, Kenora, Saakaate House
Box 49
Kenora, Ontario
P9N 3X1
Phone: 807 468 1889
Fax: 807 468 7870

Notre Dame Catholic Church, Kenora
222 First Street North
Kenora, Ontario
P9N 2K4
Phone: 807 468 6149

Other Ways Now Program, Kenora
216 Metheson Street South
Box 167
Kenora, Ontario
P9N 3X3
Phone: 807 468 4703

Ontario Works, Kenora
121 Matheson Street South
Kenora, Ontario
P9N 1T9
Phone: 807 468 2038
Fax: 807 467 2162

Northwestern Health Unit, Kenora
21 Wolsley Street
Kenora, Ontario
P9N 3W7
Phone: 807 468 3147
Fax: 807 468 4970 or 807 468 4874

Legal Aid Ontario, Kenora
120 Chipman Street
Kenora, Ontario
P9N 4E4
Phone: 807 468 6722
Fax: 807 468 4096

Lake of the Woods District Hospital
21 Sylvan Street
Kenora, Ontario
P9N 3W7
Phone: 807 468 9861
Fax: 807 468 7927

Kenora Sexual Assault Centre
530 Third Street North
Kenora, Ontario
P9N 2M3
Phone: 807 468 7958
Fax: 807 468 4808

Community Counselling Services, Kenora
21 Wolsley Street
Kenora, Ontario
P9N 3W7
Phone: 807 468 6099
Fax: 807 468 9083

Community Care Access Centre for Kenora and Rainy River Districts
21 Wolsley Street, 2nd floor
Kenora, Ontario
P9N 3W7
Phone: 807 468 6491
Fax: 807 468 1437

Sault Ste. Marie

Prince of Wales Adult Education Centre
468 Second Line West
Sault Ste. Marie, Ontario
P6C 2K2
Phone: 705 945 7109
Fax: 705 945 7192

Ontario Ministry of Community and Social Services, Sault Ste. Marie
345 Queen Street East
Sault Ste. Marie, Ontario
P6A 1Z2
Phone: 705 253 2001
Fax: 705 253 2090

Algoma Community Care Access Centre
390 Bay Street, 2nd floor
Sault Ste. Marie, Ontario
P6A 1X2
Phone: 705 949 1650
Fax: 705 949 1663

Human Resources Development Canada, Sault Ste. Marie Office
22 Bay Street
Sault Ste. Marie, Ontario
P6A 5S2
Phone: 705 941 4500
Fax: 705 942 4545

Cornwall

T.R. Leger School of Adult, Alternative and Continuing Education
119 Fourth Street East
Cornwall, Ontario
K6H 6S5
Phone: 613 937 0121
Fax: 613 937 3275

Cornwall and District Immigration Services Agency
144 Pitt Street
Cornwall, Ontario
K6J 3P4
Phone: 613 933 3745
Fax: 613 933 9689

Employment and Education Resource Centre (EERC)
144 Pitt Street
Cornwall, Ontario
K6J 3P4
Phone: 613 933 9675
Fax: 613 933 9689

CALL FOR PROPOSALS

Study on the Settlement Services for Newcomers in Isolated
Rural Areas and Small Towns in Ontario

Issued By
Citizenship and Immigration Canada
Ontario Administration of Settlement and Integration Services
O.A.S.I.S.

Background:

The Ontario Administration of Settlement and Integration Services (O.A.S.I.S.) currently funds a variety of settlement contribution programs and services for newcomers¹. These programs include the Immigrant Settlement and Adaptation Program (ISAP)², HOST³, Language Instruction for Newcomers to Canada (LINC)⁴. Settlement programs and services are intended as initial bridging mechanisms that help immigrants to access services available to all Canadians and in becoming participating and contributing members of Canadian society.

Although the majority of recently arrived immigrants are destined to metropolitan areas in Southern Ontario, newcomers also settle in small towns and rural areas across Ontario. Delivering settlement services in isolated rural areas, in which small numbers of newcomers settle can be challenging and is further compounded by the vast geographical distances between small towns, often several hundred kilometers.

In 1998, province wide consultations were held with various stakeholders that identified the need to research efficient, cost effective strategies and models of service delivery that address the needs of newly arrived immigrants who settle in rural areas across Ontario.

Objectives of this Study:

¹ **Newcomers**, in this context, are defined as persons who have immigrated to Canada and who have not yet acquired Canadian Citizenship. Therefore Convention Refugees are included in this definition, but refugee claimants are not.

² The **Immigrant Settlement and Adaptation Program (ISAP)**, aims to help immigrants in settling and integrating into Canadian society. Examples of services funded include reception, orientation, translation, interpretation, and referral to community resources, counselling, general information and employment-related services.

³ The **HOST Program** is aimed at creating “matches” between Canadians and newcomers, to provide mutual benefits to both. The Canadian volunteers have an opportunity to learn about other cultures while they assist newcomers in integrating into Canadian society.

⁴ The **Language Instruction For Newcomers to Canada (LINC)** program is intended to provide basic language instruction to newcomers who do not speak either official language of Canada in order to assist them in integrating successfully into the region in which they live.

The purpose of this study is to:

- (1) research and identify models of delivering services to small towns and rural areas that are efficient, cost effective and facilitate the provision of services to small groups that are separated by significant geographical distances.
- (2) interview newcomers who reside in small towns in Northwestern and Northeastern Ontario to determine:
 - a. how they access settlement information
 - b. the types of settlement information and services that they were able to access
 - c. local access sites that they utilize including libraries, schools, community centres, etc.
 - d. the type of settlement information and services that they need
 - e. the appropriateness of the models identified in the first phase of the project in meeting their settlement information and service needs

Populations to Be Studied:

Sample: Newcomers who have been in Canada for less than five years and who are eligible for programs funded by OASIS.

Geographic Focus: Isolated rural areas or small towns in Northeastern and Northwestern Ontario that receive less than 50 newcomers a year.

Project Reporting Requirements:

- An interim report is required that includes information on the status of the research
- Financial reports are required monthly based on actual expenses incurred.
- Project researchers must submit 10 copies of a final research report.
- The final research report will include an executive summary of the research results in both English and French.

Time Frame:

The projected start date for this project would be October 2000, with a projected end date of March 31, 2001.

Proposals Should Provide:

- a contact name, phone number and e-mail address
- a initial literature review with relevant bibliographic references
- details on any collaborations planned within the research project, including collaborations with and among universities, community organizations, and other interested parties;
- demonstrate that they do not have a vested interest in the outcome of the study
- declare any possible or perceived conflict of interest and how it will be addressed
- demonstrate previous experience in conducting similar types of analysis and studies

Mandatory Requirements:

The successful applicant must be eligible to apply for O.A.S.I.S. program funding⁷

Each proposal must contain:

- a description of how the research will be carried out including, the methods and tools to be employed, and the types and forms of data that will be gathered;
- a resume for the principal investigator(s);
- information that demonstrates the applicant(s) and project team's appropriate experience and skills for this type of study;
- reference letters that support the organization's and the research team's skills and experience in completing similar studies;
- a project workplan outlining activities to be completed within outlined timelines;
- a detailed budget for the research study; and
- a detailed description as to how project objectives will be met.

At the time the contract is awarded, the successful candidate will be required to complete and submit an ISAP B application.

Review Process:

Proposals will be assessed using the following criteria:

- quality and completeness of the proposal
- demonstrated ability to fulfill the requirements of the proposal
- cost effectiveness⁸
- demonstrated ability to meet required timeframes

Proposals will be acknowledged with a letter outlining the results of the review process by October 2000.

⁷ **Eligible applicants** include non-profit groups, non-governmental organizations, community groups, educational institutions, private individuals and businesses.

⁸ Only incurred costs are to be covered under contribution agreements, therefore profit margins are not to be included nor compensated. Where administrative fees are requested, they should be minimal and must include a detailed list of all costs that are covered by the administrative fee.

O.A.S.I.S. regrets that it is unable to respond to individual inquiries regarding the status of a proposal during the review process.

Deadline for Receipt:

Four copies of proposal materials must arrive at the offices of O.A.S.I.S. no later than 4:00 pm on September 29, 2000. Please address all applications to:

Elizabeth Gryte

Manager, Settlement Programs
Citizenship and Immigration Canada
Ontario Administration of Settlement and Integration Services
74 Victoria Street, Suite 1001
Toronto, Ontario
M5C 2S1

Incomplete and late submissions will not be accepted. Applicants with questions about the application process may contact Elisee Bettencourt at (416) 973-3788 or fax (416) 973-9027.