

**EXAMINING IMMIGRANT SETTLEMENT NEEDS, SERVICE NEEDS,
AND SERVICE PROVISION IN BRANDON MANITOBA**

by

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ABSTRACT

The purpose of this thesis is to examine immigrants and service providers perception related to immigrant service provision in Brandon, Manitoba. Immigrant service provision is examined to identify what the strengths and weaknesses are in providing services to immigrants settling in small cities. The objectives of this thesis are to: identify strengths and weaknesses in current service provision from the perspective of service providers and immigrants. The second objective is to identify the current service needs of different classes of immigrants which include Economic Class, Family Class, and Refugees, these are three categories defined by Citizenship and Immigration Canada, and the third objective is to determine what factors are important in retaining immigrants (i.e. settlement needs) in Brandon Manitoba.

Data were gathered using key informant interviews with service providers ($n=20$), focus groups ($n=7$) and face-to-face interviews ($n=15$) with immigrants in Brandon. Significant research findings include: recognition of the barriers in retaining immigrants in Brandon and the differences in perceptions between service providers and immigrants regarding services working well and the gaps and challenges in service provision. Some of the gaps identified were lack of coordination between service organizations, and the need for coordination because of the size of and resources available in Brandon. There were also

challenges in finding adequate English services, and employment services, which were two of the biggest factors for immigrant settlement in Brandon.

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CHAPTER 1: INTRODUCTION

1.1 Research Background

The provision of services and the well-being of rural communities has been affected by changes in demographics. These changes are illustrated by natural increases in fertility, mortality, and in and out migration. One of the results of a declining population in rural areas is, services such as education, housing, and health care have been ignored (Azmier, 2005; Conversation Series, 2003b; Issah et al., 2005; Keefe et al., 2003;).

Immigration is one factor that influences population size and demographic composition (Dalla et al., 2005; Wilson-Smith, 2002). Canada as a whole is an immigrant society; its population has been shaped by the arrival of immigrants at different times (Beshiri, 2004; Dalla et al., 2005; Li, 2003). Recent increase in immigrant population has brought a myriad of new cultures, religions, and ethnic groups to Canada.

Although the trend for most newcomers is to settle in major metropolitan centres, immigration has clearly become a crucial issue for small cities and rural areas in attracting and retaining immigrants in their communities. Some rural communities have focused on immigration as a strategy to develop and renew their population to address labour market needs and skill shortages (Manitoba Labour and Immigration, 2006). A potential solution some rural communities have considered is attracting and retaining

immigrants by utilizing recent programs developed between the federal and provincial governments.

Brandon is a service centre for a large agricultural region, providing education, health, and retail services for southwestern Manitoba. (Brandon Community Profile, 2005). Brandon is located at the heart of southwestern Manitoba, with approximately two-thirds of Manitoba's farmland located within a 130 km radius of the city. Along with other rural communities in Manitoba, Brandon has experienced a sudden increase in its immigrant population recently (Manitoba Labour and Immigration, 2005). The province of Manitoba has successfully attracted new immigrants through an immigration program known as the Provincial Nominee Program (PNP). Under the PNP, many recent immigrants to Manitoba have been settled in rural communities such as Winkler, Steinbach, Morden, and Brandon (Manitoba Labour and Immigration, 2005).

This research will examine the different immigrant classes as defined by Citizenship and Immigration Canada (Economic Class, Family Class, and Refugees) in Brandon and how each class has adjusted to settling and integrating into the community. It will also examine service needs of immigrants and the experiences of newcomers in accessing services in Brandon.

This research will also identify the perception of service providers and how they provide services to immigrants and examine the priority areas for service provision. This is important, as the provision of services is one factor that helps to integrate new residents into rural communities (Canada Parliament, 2003a). It has been found that the more success a community has in integrating immigrants into the community, the more likely they will remain within the community.

1.2 Research Objective

The objectives of this research are to:

- 1) Identify strengths and weaknesses in current service provision from the perspective of the service providers and immigrants (are there similarities and differences?)
- 2) Identify the current service needs of different classes of immigrants, including Economic Class, Family Class, and Refugees, and
- 3) Determine what factors are important to retaining immigrants in Brandon.

1.3 Thesis Outline

The organization of the thesis is. Chapter 2 reviews the body of literature related to Canadian immigration. This chapter includes a review of the literature related to the historical trends and patterns of immigration in Canada and current trends in immigration patterns. The final section of the literature review examines the importance of settlement and retention of immigrants by providing adequate services.

Chapter 3 describes the research methodology and method of data collection. This chapter outlines why key informant interviews were conducted with service providers and why focus groups and face-to-face interviews were conducted with immigrants. Chapters 4 and 5 consist of the research findings and data analysis of service providers and the immigrant focus groups and face-to-face interviews. Chapter 6 is a discussion of the results by comparing service provider and immigrant perceptions on the services available in Brandon. Chapter 6 also draws conclusions made from the research findings as well as recommendations for future research.

CHAPTER 2: A LOOK INTO CANADA'S IMMIGRATION: WHERE WE HAVE BEEN AND WHERE WE ARE GOING

2.1 Introduction

This chapter is divided into three different sections. The first section of this chapter will examine the historical trends and patterns of immigration in Canada. More specifically, this section will examine the historical development of Canada's immigration policy as a basis for understanding recent policy changes.

The second section will examine the current trends in immigration patterns and will focus on Canadian immigration policy, related to the different immigrant classes as defined by Citizenship and Immigration Canada. Those classes are: Economic Class, Family Class, and Refugees. When examining the Economic Class there will be a focus on the Provincial Nominee Program (PNP) and the role of the provincial government in attracting and retaining immigrants. More specifically, the success of the Manitoba Provincial Nominee Program (MPNP) will be examined.

The third section will emphasize immigrant service provision and the importance of retaining immigrants. The third section will be divided into two sub-sections: settlement needs and service provisions influencing the decisions of immigrants to stay in small cities.

2.2 Historical Trends and Patterns: Canadian Immigration

To understand the current issues related to immigration and settlement, one must examine the development of the immigration system. Examining the history and evolution of immigration to Canada provides an understanding of the impact that immigration has on provinces like Manitoba. This section will summarize the historical components of immigration policies and why they are important.

Shifts in population over the past 40 years have been related to a number of factors including changes in Canadian immigration policy and international events related to the movement of migrants and Refugees (Statistics Canada, 2003). It is important to note the historically significant changes in Canadian immigration regulations, as they have clearly played a significant role in the distribution of Canada's population.

Historically, demographic transition occurred within the context of economic development therefore, traditional economic development involved the centralization of economic functions within city centres (Grant & Vanderkamp, 1976). Migrants have historically been drawn to cities and subsequently urban transition is a central part of the migration change. The following section will examine the major historical events in Canadian immigration as early as the 1800s and how it has shaped immigration patterns we see today in Canada.

From the beginning of the 1900s up to 1913 was a very important settlement period for the west (Green & Green, 2004). During this time Canada was still sparsely populated with approximately five million inhabitants (Bumstead, 1995). The promotion of immigration was an important element in the national development strategy. Many of the immigrants lived east of Ontario, and Canada at the time was largely a rural nation

consisting mainly of British and French immigrants (Bumstead, 1995). The 20th century opened with the arrival of nearly 42,000 immigrants in 1900 (Boyd & Vickers, 2000).

Throughout Canada's history, borders have been either opened or closed to immigration depending on the needs of the country and the existing social, political, and international climate (Vander Ploeg, 2000a). In the 1900s, Canada's economy was growing rapidly and immigrants were drawn by the promise of good job prospects (Green & Green, 2004). The building of a transcontinental railway, the settlement of the prairies, and expanding industrial production intensified demands for labour (Boyd & Vickers, 2000; Anderson, 2001).

Between 1900 and 1914 more than 2.9 million people entered Canada, which is close to four times as many as had arrived in previous years (Boyd & Vickers, 2000). Those who arrived over that period fundamentally altered the country's economic condition and had a profound impact on the characteristics of a nation (Jedwab, 2000). Many of the immigrants who originally lived in Ontario were moving west. By 1911, 41% of Canada's immigrant population lived in the Prairies (Green & Green, 2004).

At the start of the century, the majority of immigrants allowed into the country were from the United States or the United Kingdom (Bumstead, 1995). Significant changes occurred between 1919-1929, changes to the amendments of the *1910 Immigration Act*, were made in 1919 (Green & Green, 2004). These revisions allowed the government to prohibit any race, nationality or class of immigrants by reason of "economic, industrial, or other condition" (Community Futures Board Development, 2004; Green & Green, 2004). With the outbreak of the First World War, Canada closed its doors to immigration, after decades of actively recruiting immigrants, the door closed

to most immigrants and remained that way until after the end of World War II (Green & Green, 2004).

After the war in Europe ended, the tone of immigration regulation changed as illustrated by Prime Minister King's statement before the House in May, 1947:

The policy of the government is to foster the growth of the population of Canada by encouragement of immigration. The government will seek legislation, regulation and vigorous administration, to ensure the careful selection of permanent settlement of such numbers of immigrants as can advantageously be absorbed in our national economy...With regard to the selection of immigrants, much as been said about discrimination. I wish to make it quite clear that Canada is perfectly within her rights in selecting the persons whom we regard as desirable future citizens. It is not a "fundamental human right" of any alien to enter Canada. It is a privilege. (Cited in Green & Green, 2004, p 112)

Two years after the war ended, King reaffirmed that immigration was vital for Canada's growth and that the numbers and country of origin of immigrants would be regulated. Another point in King's statement is that immigration would aid economic development by improving the standard of living of the existing population (Green & Green, 2004).

The most dynamic period of change in the immigration regulatory environment was from 1960-1973 (Green & Green, 2004; Knowles, 2000). In 1962, new regulations effectively removed national origins as a criterion of admission (Boyd & Vickers, 2000). A major change came in 1967 with the introduction of the point system (Green & Green, 2004). The point system provided an objective scale (based on education, age, language, and other factors) against which applicants for admission could be assessed (Jedwab, 2000). The creation of the point system reflects the fact that immigration was, and is, an economic policy tool for Canada. It is also evident that the lack of a permanent place for

Refugees in the system indicates that humanitarian goals were not at the forefront (Vander Ploeg, 2000a).

The regulations that were established in 1967 remained until the late 1970s. However the government did bring in a new *Immigration Act* on April 10, 1978 (Boyd & Vickers, 2000). The three main goals of immigration policy within this Act, were: 1) to facilitate the reunion in Canada of Canadian residents with close family members from abroad, 2) to fulfill Canada's legal obligations with respect to Refugees and uphold its humanitarian traditions, 3) to foster the development of a strong and viable economy in all regions of Canada (Green & Green, 2004; Knowles, 2000).

With the provision that family members and Refugees were given top processing priority, Canada committed to bringing in a number of Refugees every year, rather than just in emergency situations (Vander Ploeg, 2000a). In the following years, the goals of the Canadian government were for Refugees to make up 15% to 20% of the annual inflow of immigrants (Green & Green, 2004). The end result was that immigration policy shifted away from a focus on economic goals (Green & Green, 2004).

For Canada the issue of the most "desirable" immigrant has always been a key consideration in immigration policy (Vander Ploeg, 2000a). The concerns today are not the same as they were 100 years ago. The racial and discriminatory overtones of the past have changed and the Canadian immigration debate over "preferred" immigrants continues, but in a new direction.

2.3 Current look at Immigration Patterns in Canada

With a historical understanding of how immigration policy works in Canada, one can examine the current trends in immigration policy. To understand the trends in settlement of immigrants, one must observe new developments made to the immigration system. This section will examine the three different classes of immigration: Economic, Family Class and Refugees. This section will also take a closer look at the situation of immigration in Manitoba.

Much of the debate over immigration policy focuses on finding the right balance between the three classes of immigrants. Immigration has always played an important role in the social development of Canada as a nation (Statistics Canada, 2003). In 2004, a total of 235,824 immigrants came to Canada (Citizenship and Immigration Canada, 2005). Of that number 56.7% came as Economic Class immigrants, 26.4% came as Family Class immigrants, and 13.9% came as Refugees, and an additional 3.0% entered under other immigrants (Citizenship and Immigration Canada, 2005).

When examining immigration trends there are variations from city to city, and province to province. Depending on where you are, there can be concerns over too many or not enough immigrants. Today, the geographic distribution of immigrants compared to Canadian born citizens is substantially different. The settlement patterns of immigrants are increasingly concentrated in the larger cities (Citizenship and Immigration Canada, 2001). A closer look at the different immigration classes in Canada may help explain the settlement patterns of immigrants.

2.3.1 Canadian Immigration Classes

International migration is selective and requires those who move to overcome both physical and social barriers. It also requires migrants to adhere to government immigration policies (Li, 2003). National immigration policy, like other public policies, often reflects national priorities and class interests of the host country (Li, 2003). Over time, the policy implications for immigrants have changed within Canada. Immigration policy in Canada is now geared towards enhancing the economic well being of the country. Therefore, the ethnicity and culture of an immigrant entering Canada is less of an issue (Vander Ploeg, 2000b).

Immigrants are admitted into Canada under different legal categories as defined by immigration regulations and statutes. The definition may change on occasion however, three main categories are clear: Family Class, Independent or Economic Class, and Refugees. Selection criteria differ for these categories and each immigration class has its own policy. Therefore, it is important to examine each class of immigrant separately.

2.3.1.1 Family Class

The number of people who could be included in the Family Class category has varied over the years. According to Citizenship and Immigration Canada (2005) the Family Class is defined today as:

Permanent residents sponsored by a Canadian citizen or a permanent resident living in Canada who is 18 years of age or over. Family class immigrants include spouses and partners; parents and grandparents; and others (Citizenship and Immigration Canada, 2005, p. 108).

Family reunification is one of the key objectives of Canadian immigration policy. The Canadian government allows citizens and permanent residents of Canada to sponsor

family members. It requires that arriving immigrants receive care and support from their sponsors (Deshaw, 2006). Members of the Family Class include: a sponsor's spouse, common-law partner (must have cohabitated for at least one year) or conjugal partner, a dependent child of the sponsor (must be 22 years old or younger), the sponsor's mother or father, a person the sponsor intends to adopt, and other relatives of the sponsor as defined by regulations (Telegdi, 2006).

A recent study by Statistics Canada found that the most important reason for choosing a particular location in which to settle included the presence of family or friends (Statistics Canada, 2003). According to Telegdi (2006), the presence of family in Canada rather than language skills or work experience, is the most influential indicator of the successful retention of immigrants. Family reunification serves the purpose of enabling the successful settlement of new immigrants and enhancing the quality of life of new Canadians by providing them with an extended family support network (Telegdi, 2006).

However, some argue that the Family Class of immigration is having a less desirable outcome for Canada, by reducing the level of diversity of newcomers. It should be noted that some immigrants come from cultures in which it is important to keep extended families together (Callacott, 2006).

2.3.1.2 Refugee Immigrants

For the first time in history, Canada incorporated the principle of admissions based on humanitarian grounds in the 1960s (Boyd & Vickers, 2000). Previously Refugee admissions had been handled with special procedures and regulations (Vander

Ploeg, 2000b). There are a few subcategories within the Refugee definition. According to Citizenship and Immigration Canada (2005) Refugees are defined as:

Permanent residents in the Refugee category include government-assisted Refugees, privately sponsored Refugees, Refugees landed in Canada and Refugee dependants (i.e., dependants or Refugees landed in Canada, including spouses and partners living abroad or in Canada (Citizenship and Immigration, 2005, p. 110).

As a part of international humanitarian commitments, 10,000 or more Refugee immigrants come to Canada (National Working Group on Small Centre Strategies, 2005). They are selected by Canada and when they arrive they are immediately classed as permanent residents (Denton, 2003). There are two classes of overseas selected Refugees; government assisted and privately sponsored. Canada's overseas selected Refugee immigrants should not be confused with those asylum seekers know as "Refugee claimants" who arrive each year, seeking safety and a new life in Canada for themselves and their families (Citizenship and Immigration Canada, 2002). There is a legal process where they make a claim to be a Refugee, with the hope of staying in Canada permanently (National Working Group on Small Centre Strategies, 2005; Simich, 2003)

2.3.1.3 Economic Class

Looking back at the history of immigration in Canada, the Economic Class immigrant has been the most significant contributor to Canada's population. According to Citizenship and Immigration Canada (2005) Economic Class immigrants are defined as:

Permanent residents selected for their skills and ability to contribute to Canada's economy. The economic immigrant category includes skilled

workers, business immigrants, provincial or territorial nominees and live-in caregivers (Citizenship and Immigration Canada, 2005, p. 107).

The selection of Economic immigrants is made under a point system by which a visa officer assigns ‘points’ or ‘units’ which takes into consideration level of education, official language proficiency, amount of work experience, age, whether the applicant has arranged employment, and adaptability, which includes factors such as spouse’s level of education (Li, 2003)

Table 2.1: Canada Point System

Factor	Max points
Education	25
Language Proficiency	24
Work Experience	21
Age	10
Arranged Employment	10
Adaptability	10
Total	100 **Passing mark=67

(Citizenship and Immigration Canada, 2004)

The geographic pattern in Canada dictates where immigration patterns will occur. With the majority of immigrants concentrated in 3 major cities in Canada: Toronto, Vancouver, and Montreal (Huynh, 2004), a geographic imbalance has resulted in relatively low immigration levels to smaller cities and rural areas. The question is how can regional distribution be achieved?

2.3.1.4 Provincial Nominee Program

One solution the government of Canada has to achieve a greater regional dispersion is for provincial involvement in the immigration process. The Provincial Nominee Program (PNP) may be viewed as a tool that can potentially fix the problem of regional distribution (Vander Ploeg, 2000b). An important component within the Economic Class is the PNP. The PNP was introduced by Citizenship and Immigration Canada (CIC) in 1998 (Huynh, 2004).

Provinces that have entered into an agreement with the federal government under the PNP may nominate prospective immigrants who are likely to contribute to specific economic and labour needs of the province (Canada Parliament, 2003a). The federal government has entered into nominee agreements with eight provinces and one territory: British Columbia, Alberta, Saskatchewan, Manitoba, Newfoundland and Labrador, New Brunswick, Prince Edward Island, Nova Scotia and the Yukon (Manitoba Labour and Immigration, 2005). The provincial agreements allow provinces and territories to play a role in attracting workers with skills in demand in their region or, individuals who will contribute to the economic development of that province (Canada Parliament, 2003a).

In the first stage of the Provincial Nominee process, the province reviews the prospective nominee's application. If the application has been approved by the province, the information is then sent to Citizenship and Immigration Canada (CIC) for review, where a medical clearance and security checks are conducted (Huynh, 2004). This process can range from three to nine months, as opposed to the federal process, which ranges from eighteen to twenty-four months (Azmier & Lozanski, 2004).

Manitoba was one of the first provinces to sign a Provincial Nominee agreement (Citizenship and Immigration Canada, 2001). As a result, Manitoba is at the forefront of

provincial involvement in immigration, and was the first province to extend its Federal-Provincial agreement on immigration indefinitely (Azmier & Lozanski, 2004). Because of Manitoba's success in the PNP it is important to take a look specifically at the Manitoba Provincial Nominee Program (MPNP).

2.3.1.5 Manitoba Provincial Nominee Program

The MPNP serves a valuable resource for rural businesses, as it is currently trying to make an effort to satisfy human resource needs (Silvius, 2005a). MPNP has had a significant impact on immigration to the province, and has been a useful tool in assisting in regional immigration initiatives (Silvius, 2005b).

Immigrant applications are made under the innovative nominee program. A Federal-Provincial agreement allows the province to recruit immigrants who have skills that are needed or who can make a significant contribution to the provincial economy (Parliament Canada, 2003a). In 2002, the first tripartite agreement between the federal government, the province of Manitoba and the City of Winnipeg with respect to private Refugee sponsorship was signed (Azmier & Lozanski, 2004).

The province welcomed a total of 8089 immigrants in 2005; 4600 of them entered Manitoba through the PNP, an increase from the previous year 2004, 7427 immigrants entered Manitoba, 4048 of them entered the province through the MPNP (Allan, 2006). The province has made immigration a priority as it accounts for a large proportion of Manitoba's population growth. As the number of Provincial Nominee landings increase, it is expected that Family reunification will also increase through family sponsorship, which will also add to Manitoba's population growth.

Since 1998, Manitoba has been a leader amongst provinces in developing the PNP as an effective immigration response to local labour, economic, and community needs (Manitoba Labour and Immigration, 2005) (Table 2.2). The Provinces strong immigration performance is the result of the success of the PNP.

Table 2.2: Provincial Nominees by Province in 2004

Province	Total	Percentage of Provincial Nominee
Manitoba	4048	64.7%
British Columbia	598	9.5%
Alberta	425	6.8%
Saskatchewan	323	5.1%
Ontario	280	4.4%
Newfoundland	171	2.7%
New Brunswick	161	2.5%
Prince Edward Island	141	2.2%
Nova Scotia	64	1.02%
Quebec	37	0.5%
Total	6248	100.0%

(Source: Manitoba Labour and Immigration, 2005)

Currently, the majority of immigrants moving to Manitoba are settling in Winnipeg. However, in recent years more communities have benefited from immigration in support of community economic development (Manitoba Labour and Immigration, 2005). Key destinations included the communities and surrounding areas of Winkler (Central Region), Steinbach (Eastern Region), Brandon (Mid-Western Region), Morden, and Altona (Central Region) (Manitoba Labour and Immigration, 2005) (Table 2.3). In 2005 the population of immigrants moving to Brandon increased, and in 2005 Brandon received 178 immigrants to the community (Allan, 2006).

Table 2.3: Manitoba Immigration by Community Destination (Top 5) in 2004

Communities	Total	Percentage	Rank
Winnipeg	5891	79.3%	1
Winkler	465	6.2%	2
Steinbach	310	4.1%	3
Brandon	130	1.7%	4
Morden	73	0.9%	5

(Source: Manitoba Labour and Immigration, 2005)

Manitoba's success in attracting immigrants may be partly attributable to the success its rural communities have had in drawing in Provincial Nominees to settle in communities like Winkler and Steinbach, the two largest receiving communities outside of Winnipeg (Huynh, 2004). Attracting skilled labour to create successful businesses is a contributing factor to the success of rural areas (Azmir et al., 2004). Rural areas benefit from drawing in high levels of immigrants, with valuable sources of highly skilled labour. Looking at the urban/rural split of Provincial Nominees in 2004, approximately one third of Manitoba's Provincial Nominees chose to establish their families in communities outside of Winnipeg (Manitoba Labour and Immigration, 2005). The question is, do these communities provide adequate services for immigrants? The next section will discuss settlement services, and the role they play in retaining immigrants.

2.4 Settlement Services and Integration

Unfortunately, little is known about immigrants and their families who have moved to rural communities in search of stable employment. The difficulties immigrants experience in finding desired employment owing to language problems and credentials recognition issues is unfortunate (Dalla et al., 2005). Immigrant settlement patterns have implications for the delivery of employment, education, health, and other services, and are important factors to consider in the settlement process. The delivery of settlement services to immigrants involves federal and provincial government funding (Parliament Canada, 2003b).

2.4.1 Funding of Settlement Services

Citizenship and Immigration Canada (CIC) has agreements with respect to settlement programs and services in three provinces: Quebec, British Columbia and Manitoba (Canada Parliament, 2003b). CIC does not provide services to immigrants directly. Instead, the department contracts, and provides funding to, immigrant serving organizations and community based agencies (Canada Parliament, 2003b). Manitoba is the only province that has federally funded language training (Canada Parliament, 2003b). However it is important to note that language training that is specifically geared towards securing employment is lacking (Conversation Series , 2003a; McIsaac, 2003). Therefore there is little or no language training available to immigrants at their workplace.

Much of the funding for settlement service is provided based on the number of immigrants destined to each province as a percentage of total immigrants to Canada (Garcea, 2006). This means that regions of low immigration receive limited settlement

funding and as a result have fewer settlement services to assist in drawing and maintaining immigrants (Conversation Series, 2003b; McIsaac, 2003).

2.4.2 Perception of Immigrant Settlement Needs

In February 2003, Metropolis hosted a conference to explore policy issues on the regionalization of immigration to develop a plan to retain immigrants. Metropolis is an international forum for research and policy on migration, diversity and changing cities (Metropolis Canada, 2006). Participants identified determining factors for immigrant settlement choice, and the important factors identified were: a receiving community, employment, and immigrant services (Conversation Series, 2003b).

The characteristics of a receiving or welcoming community depends on a critical mass of established immigrants from similar backgrounds, a warm and welcoming community, immigrant services provided by the community, and educational, cultural and economic opportunities (Conversation Series, 2003a). Having a community that is not involved or not supportive of newcomers can lead to difficulties for immigrants and the service provider community (Voluntary Sector Initiative, 2003). Because small cities have few resources to provide for immigrants, the support of the whole community is necessary.

The provision of services is an important arrangement for the immigrant population. Some immigrants may not require assistance upon arrival. However, many do benefit from language and employment training, as well as other services. Canadians also benefit from their participation as newcomers in the society. The next section will

focus on service provision and the necessity of service provision to retain immigrants in their communities.

2.4.3 Immigrant Services

Small cities encounter challenges in providing services for immigrants owing to issues of scale, resources and expertise. Connecting immigrants to appropriate service provision can be challenging because immigrants arrive with complex and varied motivations, expectations, and needs of living (Silvius, 2005a). Some of the key areas that need to be addressed for immigrant service provision are language training, and access to employment (Voluntary Sector Initiative, 2003; Mulholland, 2006; Abu-Ayyash & Brochu, 2006). Many immigrant families have moved to rural areas out of a concern for the security, wellbeing and future prospects for their children. Social isolation may lead to adverse effects on an immigrant's wellbeing, lessen the likelihood of retention and increase the demand for additional services (Silvius, 2005a).

Similarly, resource sharing between those involved in immigration processes themselves, as well as with those seeking to develop wider community immigration strategies, is extremely helpful (Silvius, 2005a). Clearly, communities experiencing rapid population growth and an influx of immigrant labourers are forced to grapple with shrinking community-wide resources (Dalla, 2005).

2.4.3.1 Education and English Services

Language affects integration success and newcomers may be surprised at the extent to which English is required in a community (Silvius, 2005a). Programming comparable to larger centres remains difficult to ensure. The challenges to the provision of human and material resources in smaller cities are difficult and complex, and require developing and delivering models more suitable to small cities (Silvius, 2005a; Akbari, 1999; Boyd, 1995).

Communities and service providers must be prepared for the reception and integration of children within the school system (Voluntary Sector Initiative, 2003). This may involve additional resources for the instruction of English as a Second Language (ESL) or English as an Additional Language (EAL). Arrangements for adult ESL or EAL programs should also emphasize continuous intake, flexible hours, transportation assistance, and child care support, especially at the level required for obtaining employment (Voluntary Sector Initiative, 2003; Mulholland, 2006). To achieve the best results it is also important for service organizations to undertake a good evaluation of prior learning, so that entry to a program can be at the appropriate level (Mulholland, 2006; Sweetman, 2004).

Problems relating to the recognition of foreign credentials have been an issue for immigrants and the government of Canada for quiet some time (Parliament Canada, 2003b). In most cases, immigrants need to have their credentials assessed to see whether they need more training, education or Canadian work experience before being qualified to practise (Citizenship and Immigration Canada, 2006). Immigrants who wish to get their credentials evaluated before entering Canada my contact *The Canadian Information*

Centre for International Credentials website (www.cicic.ca) (Citizenship and Immigration Canada, 2006).

While most people agree that something should be done about unfairness in the current system, it has not been a priority for the government (Voluntary Sector Initiative, 2003). Some suggestions have been made, in the interim, to help out immigrants, for example the provision of mentoring programs to help them get the accreditation process started (Parliament Canada, 2003b).

2.4.3.2 Employment

The reason an arriving immigrant intends to live in a community can depend on a number of factors. For some immigrants the most significant reason for staying in a community is acceptable employment (Abu-Ayyash & Broch, 2006; Voluntary Sector Initiative, 2003). Employment is one of the most fundamental aspects of successful settlement and integration (Parliament Canada, 2003b). The retention of newcomers in the long term will depend on factors like employment opportunities and educational advancement (Voluntary Sector Initiative, 2003).

One of the challenges and barriers immigrants face according to Abu-Ayyash and Brochu (2006) is the issue of employment. They state that, despite the vacancies of acceptable jobs, qualified newcomers are not able to fill those positions (Mulholland, 2006; Abu-Ayyash & Brochu, 2006). This highlights the difficulties immigrants face in having their skills and education recognized. Further, it is clear that unemployment is not the only consequence of a disconnect between skills and jobs, additional issues include

underemployment, low income living, and the “evident earning gap” (Abu-Ayyash & Brochu, 2006; Basavarajappa & Verma, 1995).

2.4.3.3 Housing Services

The challenge of finding acceptable, appropriate and affordable housing is becoming increasingly difficult in many Canadian communities (Voluntary Sector Initiative, 2003). Newcomers often have a limited financial resource that makes it difficult to find appropriate housing, especially immigrants who have only lived in the community a short time. Their difficulties will be compounded by unfamiliarity with the local housing scene and a lack of knowledge about how to access acceptable housing (Papillon, 2002; Ray & Moore, 1991). Settlement agencies are often best equipped to handle this issue and could be mandated to provide the service to all classes of arriving immigrants.

Issues within the literature are that little or no information is found regarding transportation services, childcare services, health care services, credential recognition, and general cultural services that newcomers need, especially in the first few years of settlement (Farrell, 2005). These concerns may also have an effect on the settlement of immigrants in small cities.

In the early stages of settlement immigrants face great challenges such as finding a job and housing (Papillon, 2002). An additional challenge immigrants face is obtaining access to public services, and developing a social network for support and cultural expression. Conditions for economic growth and immigrant settlement in smaller communities are fundamentally different from larger centres (Dalla, 2005). According to

McIsaac (2003), smaller cities are not as capable at receiving and integrating immigrants as larger cities.

Smaller cities often do not have the institutional and community infrastructure to offer the necessary supports for effective economic integration. The conditions needed to provide support to service providers include the active engagement and collaboration of all levels of government and all relevant stakeholders in the process of integrating immigrants (Dalla, 2005).

CHAPTER 3: RESEARCH METHOD

3.1 Research Objectives

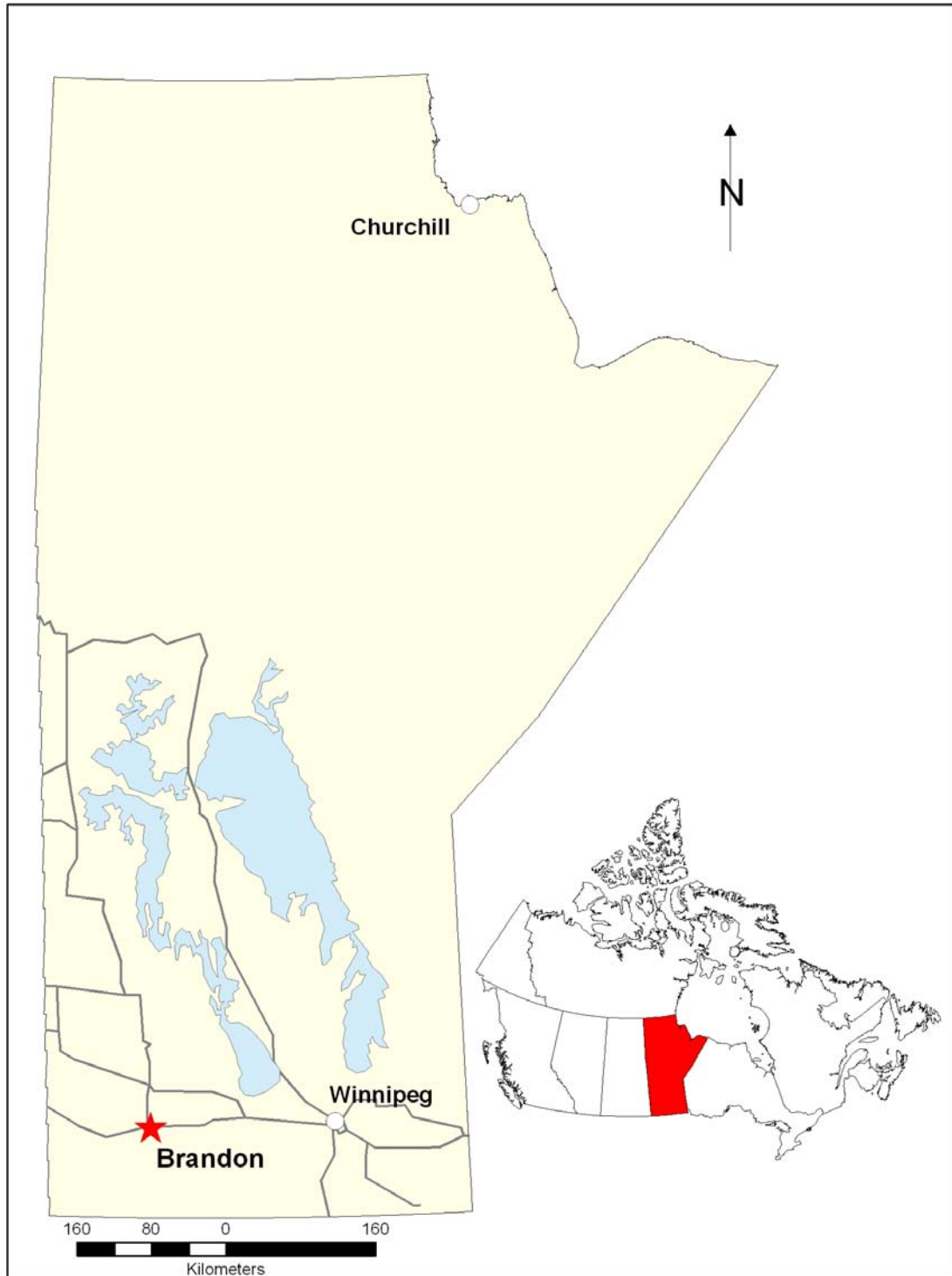
The purpose of this research is to address the priorities and needs of recent immigrants to Brandon Manitoba and to investigate what is being done by service providers to facilitate effective settlement and integration of immigrants into Brandon's population. As immigrant populations continue to settle and utilize services in Brandon, there is a growing need for research to examine the experiences of immigrants and service providers, and to help identify priorities for service provision in the future.

This study is designed to address research objectives related to service needs of immigrants. More specific objectives include: 1) identifying strengths and weaknesses in current service provision from the perspective of the service providers and immigrants (similarities and differences); 2) identifying the current service needs of different classes of immigrants, including Family Class, Economic Class, and Refugees; and 3) determining what factors are important to retaining immigrants in Brandon (i.e. settlement needs).

3.2 Method of Collection

In July, 2005 an immigrant service steering group was looking for a researcher to conduct a research project focusing on recent immigrants to Brandon (Figure 3.1). The immigrant service steering group is an *ad hoc* group formed to help identify and address immigrant service needs within the Brandon community. The goal of the project was to outline the priorities of immigrants and their settlement needs in Brandon.

Figure 3.1: Study Area



The steering group helped to facilitate data collection. The data for this research were collected over a time period of three months from January to March, 2006 using two different qualitative research techniques: key informant interviews and focus groups. The advantages of conducting qualitative research were for practical reasons. The reason service providers were interviewed was to gather information about process, access, strengths and barriers, and one of the best ways to achieve this was asking additional questions that came out during the interview. It was important to have focus groups with immigrants to be certain they understood the questions that were given, and by having other immigrants in the room. Conversations around services and settlement needs were easier to accomplish with a focus group. The steering committee provided guidance in forming the questions for the key informant interviews with service providers and the immigrant focus groups.

3.3 Service Provider Key Informant Interviews

Key informant interviews were conducted with persons involved in providing services to immigrants within Brandon. *Brandon Resource Guide: Developed by the Brandon Homelessness Steering Committee Initiative* (June 2004), and the *Community Contact List* (2005) were used to identify key informant service providers. Key informant interviews with service providers allowed for in-depth perspectives on the issues associated with providing services to immigrants. It also allowed service providers to be candid regarding the current nature of service provision in Brandon.

Prior to the key informant interviews service agencies were mailed a letter informing them of the research (Appendix A). If they were interested in participating

they were asked to contact the researcher via phone or email. In total, twenty key informant interviews were completed.

At the interview the service providers were informed that their participation was voluntary, that they could withdraw from the interview at any time, and that their names would not be used in the research results. They also received a consent letter asking if audio taping could take place (Appendix B). They were informed verbally that recordings were for transcription purposes only. The interviews varied in length from 20 minutes to 1 hour.

3.4 Immigrant Focus Groups

At the end of each interview service providers were asked if they would help contact recent immigrants to Brandon to be involved in the study. Service providers contacted the immigrants through their own contact lists and encouraged them to come. Immigrants were assured that non-participation would have no impact on current or future service provision or result in any penalties.

As a result, seven focus groups were conducted in the month of February, 2006. The focus groups varied in time from ½ hour to 1½ hours. The rationale for using a focus group with immigrants was to encourage group interaction facilitating insight that would be less accessible without the interaction found in a group setting (Morga, 1997; Krueger & Casey, 2000).

Focus groups were conducted separately, organized by the immigrant group's language. Prior to each focus group a translator was contracted to interpret and translate a consent letter into the appropriate language: Amharic, Korean, Spanish, and Mandarin

(Chinese) (Appendix C). The translators were also available to help translate for the immigrants and the researcher during the focus group. Each translator signed an oath of confidentiality prior to the focus group (Appendix D).

At each focus group immigrants and Refugees were informed: that their participation was voluntary; they could withdraw from the interview at any time; their identity would not be disclosed; and their names would not be used in the research results. They also received a consent letter asking if audio taping could take place and were informed verbally that it was for transcription purposes only (Appendix C).

On the back of each consent form there was a short questionnaire for the immigrants to complete. The questionnaire was designed to gather data related to the demographic characteristics of the immigrants that participated in the focus groups (Appendix E). All of the focus groups were held in places where immigrants went to receive services.

3.5 Immigrant Interviews

In addition to immigrant focus groups, immigrants who participated in the focus groups were asked to fill out a contact sheet if they were willing to participate in a face-to-face interview. By filling out the contact information the immigrants provided informed consent to be contacted to participate in key informant interviews. Immigrants willing to participate were contacted via telephone. Upon contact the researcher explained the purpose of the interview and asked if a translator was required for the interview.

At each interview participants were informed: that their participation was voluntary; they could withdraw from the interview at anytime; their identity would not be disclosed; and their names would not be used in the research results. They received a consent letter asking if audio taping could take place and were informed verbally that it was for transcription purposes only (Appendix F). In total fifteen interviews were conducted. Some interviews included both the male and the female of the house. All interviews were completed by the end of March, 2006.

3.6 Data Analysis

Data from the key informant interviews with service providers, immigrant focus groups, and face-to-face interviews with immigrants were all transcribed verbatim using Express Scribe software. The data were then analyzed and sorted using a coding system. The conversations that were not audio taped had hand written notes taken during the interviews. Only one focus group was not audio taped as some participants did not feel comfortable. The transcribed interviews were saved as Microsoft Word documents.

3.7 Research Ethics

An application containing information related to this section of the chapter was made to Brandon University Research Ethics Committee (BUREC). Once the committee reviewed the application and made suggestions, revisions were made and an ethics certificate was issued by the committee (Appendix G) Based on the guidelines of the Canadian Tri-Council Policy Statement for research involving human subjects the ethics

review process ensured that the research was in agreement with Brandon University Research Ethics Committee (Brandon University, 2006).

CHAPTER4: SERVICE PROVIDER RESEARCH FINDINGS

4.1 Introduction

This chapter consists of a summary and assessment of the data gathered during interviews with service providers. The data are analysed to identify the strengths and weaknesses in service provision for immigrants, the types of services available to different immigrant groups, and identify settlement needs of immigrants in Brandon. An interpretation of these findings will be provided in Chapter 6.

The response rate of key informant interviews ($n=20$) with service providers was 74.0%. All key informant interviews were conducted at the place where services are provided to immigrants.

4.2 Perceptions of service organizations regarding services provided to immigrants

Data were collected via key informant interviews with 20 service organizations in Brandon, Manitoba (Table 4.1), focusing on their perception of the strengths and weaknesses associated with service provision for immigrants in Brandon. These interviews contribute a valuable perspective on the issues and difficulties service

providers experience with service provision. The analysis of key informant interviews is organized according to the following eight question sets (Appendix E):

1. What services does your organization provide to immigrants?
2. What immigrant groups have approached your organization for services? Are the issues different for different immigrant groups?
3. What current challenges are you experiencing in providing services to immigrants?
4. What would assist your organization to better provide services to immigrants?
5. What issues do immigrants face in Brandon?
6. What other services for immigrants are you aware of?
7. In your experiences what services are working well in Brandon? What are the challenges and gaps?
8. In your opinion what needs to be done to improve services for immigrants?

An introduction will be provided to each of the sections along with the reason(s) for asking the service providers the question(s). Many of the questions garnered similar answers but some anomalies do exist.

**Table 4.1: Service Organizations that participated in key-informant interviews
(n=20)**

Service Organization
7 th Street Health Access Centre
Assiniboine Community College
Assiniboine Community College Adult Collegiate
Brandon Employment Centre -Advanced Education Training
Brandon Friendship Centre
Brandon Literacy Council
Brandon School Division
Brandon University International Students Organization
Child and Family Services of Western Manitoba
City of Brandon
EAL/ESL teachers at High School and Early and Middle Years teacher
Elsbeth Reid Family Resource Centre
Race Relations
Regional Health Authority (RHA)
Samaritan House (Training Centre)
Samaritan House Food Bank Program
Sexuality Education Resource Centre (SERC)
Westman ESL and Settlement Services (WESLS)
Women's Centre
World University Services Canada (WUSC)

4.2.1 “What services does your organization provide to immigrants?”

The reason service providers were asked what their organizations did to provide services to immigrants was to document the number of services available to immigrants and how the organizations provide services. When asked what services their organizations provided, 50.0% indicated they provide English services to immigrants in the form of English literacy, English as a Second Language (ESL), English as a Additional Language (EAL), or English for Academic Purposes (EAP). The other significant services provided include employment services (15.0%), support groups for different immigrant groups such as the women and family support groups (10.0%) (Table

4.2), and settlement services which include, but are not limited to, housing, employment, education, and health services.

Table 4.2 Services available to immigrants in Brandon

Group	Service
Education	<ul style="list-style-type: none"> • Post secondary educational opportunities for Refugee students • ESL for Academic Success • Adult Basic Education, Adult Upgrading, GED Preparation, and Computer Skills • EAP
Employment	<ul style="list-style-type: none"> • Employment services for immigrants
Health	<ul style="list-style-type: none"> • Public Health Services: Baby First, Child Health Choices, Health Education and Promotion, Healthy Baby, Women’s Health • Research project on access to health services for immigrants and Refugees with a focus on HIV/AIDS
Language	<ul style="list-style-type: none"> • ESL/EAL for adults • ESL/EAL for high school students and early and middle year students • Literacy/ESL instruction
Settlement	<ul style="list-style-type: none"> • Settlement Services
Support	<ul style="list-style-type: none"> • Volunteer coordinator helps find volunteers in community to work with immigrants • Public Access to Computers, Phone, Addictions Counseling, Child and Family Services • Immigrant Support Group for families adjusting to a new language and culture • Counseling, guidance and support services • Food hampers • Immigrant Women’s Support Group

As it was previously mentioned, 50.0% of the service organizations provide language services to immigrants in different forms, for different purposes. At the high school and early/middle years level language services are provided in the form of English

as an Additional Language (EAL). Another way in which English services are provided is through literacy programs. There are three different literacy programs in Brandon that, “try to work together as much as [they] can” (Service Provider Interview 20, 60-62) to provide satisfactory services to immigrants.

As 15.0% of service organizations provide employment services this indicates the importance of having such a service available in Brandon for immigrants. One service provider stated:

“I’m the employment facilitator here and my job is to provide assistance in finding employment for immigrants, and I also refer them to provincial government offices for possible sponsorship if they may be eligible for that, and I’ll refer them to other resources as well depending on the need” (Service Provider Interview 12, 21-24)

Employment services are important and some of the service organizations have coordinated their services together to meet service needs. Another service provider comments on the fact that they are:

“involved with an employment service project with WESLS ...[and] what [they] do is provide employment related services, and employment related programs to any unemployed people in the city of Brandon and surrounding area” (Service Provider Interview 5, 8-39)

An important set of services to immigrants is the support groups that are available in Brandon. The reason they are important is that some of the immigrants accessing services have experienced many difficulties prior to coming to Canada, and on arrival some experience culture shock, both contributing to a need for support.

4.2.2 “What immigrant groups have approached your organization for services? Are the issues different for different immigrant groups?”

Service organizations were asked to identify the different immigrant groups that approached them for services. The purpose of this question was to examine the perception of service providers towards the different immigrant groups (Table 4.3) to identify if those groups had different needs, and if so, what those needs were. Fifty percent of the service providers identified that the majority of immigrants that approached them for services were Refugees.

Table 4.3: Perceptions of service providers regarding issues for different immigrant classes (n=20)

Immigrant Category	Issues
Economic Class	<ul style="list-style-type: none"> • Strong set of skills • Invisible: fit right into Brandon community • More independent
Family Class	<ul style="list-style-type: none"> • Strong set of skills • Invisible: fit right into Brandon community • Have family members to take care of them
Refugee	<ul style="list-style-type: none"> • Interrupted schooling • Illiterate in their own country • Reason for leaving country is different from the economic and Family Class immigrants • More intense and more challenging to staff of service organizations • More dependent on services • Face discrimination at the work place

Some of the service providers indicated that Family Class immigrants and Economic Class immigrants had other resources they could depend on, such as family and friends, and therefore had less need for services. According to one of the service providers, Refugees have more difficulty with ESL and EAL services because of their

experiences prior to immigrating. These issues are usually related to interrupted schooling.

Some of the issues identified by service providers regarding Refugees' experiences in comparison to other immigrant groups are related to the fact that some Refugees may be illiterate in their mother tongue. This makes it difficult for them to learn English skills, as they do not know how to read. One service provider comments that, "[the] difference between Refugee students and immigrant students [is Refugee students have] had interrupted schooling" (Service Provider Interview 2, 121-122). One of the difficulties in providing services to Refugees is, they "might be illiterate in their own language, so if they're pre-illiterate in their own language it doesn't transfer"(Service Provider Interview 2, 123-124). This issue requires a different kind of service to be available for the students.

One service provider also identified that one of the differences between Refugees and other immigrant classes is the reason Refugees left their country e.g., war and famine. These motivations are very different from someone who immigrated to Canada to be closer to family.

Service providers offering support groups for immigrants realize that some of the immigrants have come from war torn countries. The way they provide services has therefore changed, as there is a need for more staff involvement when working with them. Because Refugees "have problems that are, more difficult, more intense, more challenging to our staff, than other immigrants" (Service Provider Interview 9, 142-144). The other challenge in providing services and support to Refugees is language, it

becomes a barrier for them and the service providers, because they cannot express what their concerns are.

As it has been noted, some of the Refugees have experienced many different challenges and difficulties prior to immigrating. One of the service providers has taken note that many of the immigrants have moved to Brandon from another centre in Canada, because they feel it is a small and safe place. That is because Brandon is known as “a point of secondary migration” (Service Provider Interview 18, 201-204).

Another issue that Refugees face according to some service providers is discrimination at the workplace. Brandon is a point of secondary migration for some of the Refugees, they moved to Brandon “because they’ve heard... there is work at Maple Leaf” (Service Provider Interview 12, 383-384). However, their experience has not been satisfying because “they face a lot of discrimination and a lot of problems” (Service Provider Interview 12, 385)

Some service providers commented that Refugees required more assistance and more support services because of the experiences they have experienced. When comparing Refugees to the Economic Class and Family Class immigrants, the latter require much less assistance and services. One of the service providers commented:

“The majority of immigrants that have come to us in need are Refugee immigrants, the ones that are family or business usually come with a strong set of skills, and just kind of melt into the population ...in a sense they are almost invisible because they just sort of fit right in easily, where the Refugee status ones have come with a lot of hardship” (Service Provider Interview 10, 192-196).

Aside from Refugees the other group identified as facing barriers was women. A couple of the service providers recognized that women are less likely than men to use

some of the services intended for immigrants, because most women stay at home with the children and are not exposed to English services as much as their husbands. Therefore, women have more difficulty getting around in Brandon and doing basic things outside the home.

Another service provider explains that many women do not apply for educational services because of the different barriers. For example, when Refugee students are applying to services such as the World University Services Canada (WUSC), they are applying to offices around the world. “Most [applicants] have been African... and Iranian” (Service Provider Interview 7, 35-37). However it is difficult for women to apply to WUSC because most women in those countries do not have the opportunity to have the educational background required, “and so, not many women can qualify” (Service Provider Interview 7, 48).

4.2.3 “What are the current challenges you are experiencing in providing services to immigrants?”

Service providers were asked to identify the challenges they experience in providing services to immigrants. The purpose of the question is to identify what the specific challenges are (Table 4.4), and to understand the different challenges service providers face and why they have these challenges.

Table 4.4: Challenges in Providing Services to Immigrants Indicated by Service Providers

Challenges Service Providers Experience in Providing Services
<ul style="list-style-type: none"> • Funding and Resources • Interpreters and Translators • Service Provision • ESL and/or EAL classes • Communication issues with immigrants • Women and children barriers

(Author’s survey, 2006)

4.2.3.1 Lack of Funding and Resources

The most common challenge identified by service organizations in providing services to immigrants is availability of adequate funding and resources. Six out of twenty service organizations identified availability of funding and resources as challenges to service provision. These two common barriers help to explain why there are additional challenges to service providers. Related to availability of funding and resources in the school system, one service provider commented, that in the school division there are 106 registered immigrant students. A registered student means that they “have only been in Canada [for] under 2 years ... [and are] students that are registered for funding” (Service Provider 2, 63-64). After the second year the province no longer funds the students. The EAL teachers get cut off and “there’s a lot of students ... that need a lot of support and work” (Service Provider Interview 2, 65-68).

A comment made by one of the service organizations was related to the lack of resources they have available to them. They require more money, staff, and time. They feel that they are burnt out and it is a result of their lack of funds and resources:

“...if we decided ... to [stay] open 7 days a week, every evening, and we advertised that, we would have no problem having full classes ... We often get people asking are you open Saturdays, or are you open

Sundays?... you think I'm so tired, I can't even envision opening Saturdays and Sundays too. Underlying all of that is the [lack of] resources. Where do you get the money for staffing to do this?" (Service Provider Interview 6, 339-368).

Expanding further on the issue of funding and resources, one of the service provider's comments on the level of involvement their staff have at their organization. The involvement is greater because the needs of immigrants are greater. However, this may impact their funding in the near future.

"...for the most part we've seemed to manage to work out for this group. A couple of issues that I'm concerned about is I've had more staff involved with this group than I have in another parenting group or support group. Basically because of the language and all of the issues...so I've actually got three facilitators most days in group. if there is a day that somebody [is] away, we've got two who are familiar with the group, so most days the three of them are there" (Service Provider Interview 13, 431-448).

4.2.3.2 Lack of Interpreters and Translators

Other common issues service organizations identified as challenges are: lack of interpreters and translators and lack of ESL classes available. Many of the health and education service providers identified that there is a need for interpreters and translators in their field of work. The issue of inadequate funding and resources makes it difficult to hire a pool of translators and interpreters. This makes it extremely difficult to communicate with immigrants. As one service provider commented because of the language issue, teachers have a hard time communicating and connecting with parents regarding their children. If a translator or interpreter were available, parents would be able to participate and be involved in their child's education.

As many service providers do not have the resources to provide translators they use volunteers from the community. However, as one service provider notes the issue with that is:

“...you pull them in [to translate], but you pull them in for school, you pull them in for the hospital, you pull them in for work, and all of a sudden their personal life is [no longer] personal” (Service Provider Interview 2, 329-331).

Expanding further on this issue, another service provider notes that the way translation and interpretation is being used is inadequate for health services. They comment that:

“...we have a very inappropriate way of providing translation services... there has been so little a demand, historically... So typically what you would find at the hospital is over the PA system ‘ATTENTION, ATTENTION IF ANYONE COULD SPEAK UKRAINIAN PLEASE GO TO...’ it was whoever was working in the hospital would just go and say I can speak Ukrainian, and help out” (Service Provider Interview 15, 73-78).

4.2.3.3 Lack of Service Provision

Service providers indicated that another challenge is the lack of service provision in Brandon. The issue is one of scale of service provision in Brandon as compared to larger cities such as Winnipeg and Toronto. Some of the comments made were:

“...we haven’t had a... significant mass of people ... in past, that’s been growing, but I mean even a few years ago we didn’t have a WESLS. So as our number of immigrants has increased in this region, then [will] the services. But that’s still a struggle because we don’t have the same significant mass of people that they have in a larger centre, like Winnipeg or Toronto or somewhere where there’s a lot more services” (Service Provider Interview 5, 111-120).

Expanding further on this issue, a common point made by most of the service providers is that with the influx of immigrants arriving in Brandon with the last two or three years, service providers have had to increase the quality and quantity of services, by working in partnership with other service organizations. One of the comments this service organization made is:

“...part of the reason we signed the contract with WESLS [was] at the time [we had]... a very high influx of Refugee clients...and I think a lot of them were coming into the office, [with a] great deal of needs, great deal of one-on-one assistance... in relation to employment. So that’s why we reached out to WESLS” (Service Provider Interview 5, 125-131).

4.2.3.4 Lack of ESL and EAL Classes

Many education related service providers identified that they have challenges providing ESL or EAL classes for immigrants. One service provider identified that their biggest challenge was finding ESL or EAL teachers in Brandon that were qualified to do the job. Another service provider commented that the numbers of immigrants using their services are not big enough to warrant a variety of different levels of ESL and/or EAL classes.

“The language issue is one of the difficulties we run into because ...the numbers aren’t big enough to have an entire class. Where you can work with an ESL population, provide them the support they need and the different type of structure and instruction that they need. So [in the meantime] they’re melded into the other class, and forced to keep up... I would like to see a separate class just so we could gear our instruction” (Service Provider Interview 10, 217-222).

4.2.3.5 Communication issues with Immigrants

A number of service providers identified that they have difficulty in communicating on a daily basis with immigrants. More specifically, a teacher faces problems passing on information to parents about their children because the information gets lost in translation. Some service providers use the children as a resource to communicate with the parents. A comment made by one of the service providers regarding communication:

“...one of our challenges is we can’t communicate with parents... We have parents that work at Maple Leaf. [They] come in and can’t tell us what [they] need us to do. [They] don’t have the language skills, we don’t have interpreters, and so we fumble along in not knowing what [to do]” (Service Provider Interview 14, 161-202).

4.2.3.6 Women and Children

Two of the service providers interviewed identified that women and children have the biggest barriers to accessing services. One of the comments made by a service provider regarding service provision for children was:

“we’ve got kids that have never been to school, and they are illiterate in their own language. Coupled with that we have the complexities of students coming from war torn countries, with post-traumatic stress disorder... a lot of them coming from camps, that adds another layer of complexity to the language [issue]” (Service Provider Interview 14, 102-106).

Expanding further on this issue, the same service provider also commented about the barriers women experience and the difficulties in providing adequate services to them:

“One of our challenges is the fact that when the families come here, the mom’s aren’t always employed, [and] they stay at home with the

children... Moms are not getting the English language service they need because they have small children. And they can't go to WESLS full time because there is no daycare facility for the young children to go to, for two hours" (Service Provider Interview 14, 161-169).

4.2.4 “What would assist your organization to better provide services to immigrants?”

The reason why service providers were asked what would assist them to better provide services to immigrants was to identify possible solutions that might help address current issues. Service providers only identified two suggestions to better provide services to immigrants: to coordinate services with other agencies and for service organizations to hire more qualified staff members.

4.2.4.1 Coordinated Services

Most service providers indicated that a coordinated approach to service provision would help provide better services to immigrants. A coordinated approach would help organizations work together and become aware of the different services offered in Brandon, and therefore minimize overlaps and gaps in service provision. With more immigrants moving to Brandon and requiring services, it is in the best interest of service providers to coordinate efforts.

“...we need to have a coordinated approach because we know that Maple Leaf is recruiting foreign workers, we know that the immigration strategy from the federal and the provincial government have said ... we will be increasing immigration. We know we are going to have more immigrants in Brandon because we know we have more landed immigrants here who can sponsor families... However if the city, [and] the community could have a coordinated approach so that people knew exactly what WESLS does...what the school division can do and can't do, so that they know what 7th street access can and can't do, so that the families can navigate the

system, it is a very difficult system to navigate” (Service Provider Interview 14, 246-259).

Other service providers commented that if there was a coordinated approach then it would make their job easier to inform immigrants about the different services that are available to them.

“I just know that some portions of my job would be easier if organizations did talk to each other, particularly with focusing [on] students. Where to go, some of the students have no idea ...ACC [has] students in their class that don’t speak English they don’t know what to do” (Service Provider Interview 18, 367-372).

One of the service organizations suggested that there should be one person or one organization that all the other service providers can go to for help or guidance when working with immigrants. They stated that:

“...individuals come to us for a particular service, and we’re all struggling to provide [for] them, what we can... We said what we need is a point person, an organization, someone, some group...that we can send our thoughts or concerns or our questions to” (Service Provider Interview 10, 336-346).

4.2.4.2 Recruiting more Qualified Service Staff

The other suggestion made by service providers included recruiting more qualified service staff. This would include having translators available and hiring a staff of immigrants, a way for service providers to learn how to work with immigrants.

Expanding further on this topic, a service provider suggested that it is important to hire immigrants as staff, to learn about the immigrant’s culture as well as provide employment to immigrants.

“I think we should have a larger proportion of the immigrant population on staff. I think rather than creating all sorts of pamphlets on how to work with these people, it would be really interesting to actually work with them. That creates a very different face to the organization, for the immigrant and Refugee populations when they present themselves to our services. I think that’s how the real learning comes about ... one year ago we hired a women who was an immigrant from Columbia, and Spanish was her first language. I was absolutely taken with her, in the interview” (Service Provider Interview 15, 301-308)

4.2.5 “What issues do immigrants face in Brandon?”

The reason service providers were asked to identify issues immigrants face was to examine the differences in perceptions among service providers (Table 4.5). The issues identified included: mental health, counselling, and feelings of isolation for many of the Refugee immigrants. Some service providers also identified child care and transportation as issues, especially for immigrant women. The issue of language was identified by most of the service providers and was identified as being a very significant issue for most immigrants.

Table 4.5: Service provider perceptions regarding issues immigrants face

Issues Immigrants Face
<ul style="list-style-type: none">• Access to Counselling• Access to employment• Access to Mental Health• Access to Services• Canadian Institutions• Child care• Culture• Finances• Housing• Isolation• Language• Racism• Recognition of Credentials• Transportation

(Author's survey, 2006)

4.2.5.1 Access to Counselling and Isolation

A number of service providers had identified access to mental health, access to counselling, and feelings of isolation as some of the biggest issues that some immigrant groups face. Refugees were identified as a group of concern for service providers when dealing with mental health issues. Whether it was related to feelings of depression or isolation, Refugees were recognized as having considerable barriers to accessing counselling.

“...from my experience the families that we see, [the problem] is probably isolation ... that doesn't necessarily mean that there isn't a large Ethiopian community but the people that we see are often on the outside of that. The problems they're experiencing are ones that put them outside of mainstream... and then you have culture as another issue, you really have a lot of isolation... We've seen people that have been very well educated...its not just about illiteracy, its not just about language...but it often has to do with no having that resource network” (Service Provider Interview 9, 363-373).

Some of the service providers indicated that immigrants require more help from the service provider community, because they experience many different challenges.

“...support from this community as a whole whether it comes to child care, interpreters, education, housing, employers being receptive to hiring immigrants, it’s a lack of acceptance and support by this whole community (Service Provider Interview 10, 370-373).

4.2.5.2 Access to Employment

According to some service providers, access to employment is an issue that many immigrants face in Brandon. The employment issue is related to the lack of English skills newcomers have. This raises barriers for some immigrants to finding desirable or alternative employment in Brandon.

“I am aware [employment] has been an issue for [immigrants], and I think clearly some [immigrants] have come here to Brandon because through word of mouth they’ve heard that... there’s work at Maple Leaf. Unfortunately ...that has not been a positive experience. Maple Leaf [has] had a vast turn over of people over the last 5 years, since they’ve been operating here, but specifically, I am aware that [they] didn’t mesh well with the Ethiopian folks (Service Provider Interview 8, 598-607).

4.2.5.3 Access to Services

There are also barriers to accessing services that are available to immigrants. Some of the reasons why access to services is an issue for immigrants may be related to the language skills of those immigrants, or it may be related to the fact that there is not enough support from the community to help immigrant’s access services. “I don’t think we do a very good job of welcoming people and giving them different ways to...connect with the community [and access services]” (Service Provider Interview16, 378-379).

4.2.5.4 Canadian Institutions

Organization of Canadian institutions was identified as an issue for some immigrants, including the issue of language and forms that are often hard to understand. Some service providers commented about the different systems in Canada, and issues around “filling [out the forms]...to access services” (Service Provider Interview 13, 370). They are difficult for most people to fill out who have English skills. Expanding further, the same service provider gives an example of how the system in Canada may be difficult for some immigrants:

“...my staff was visiting one family trying to get something set up with the mom. And [while they were there] the dad had got a call to jury duty, well he didn’t even understand what that was. He had a little bit of English but he did not have enough English to serve [and] to understand all of that... He didn’t understand what the process was and I think he tried to get out of it somehow” (Service Providers Interview 12, 401-407)

4.2.5.5 Child Care

Child care was identified as being an important issue for immigrants, especially women. The main issue with childcare is that it may be delivered differently from the way immigrant women are accustomed. Culture also comes in to play, because the way Canadians take care of raising their children may be very different from other cultures. Therefore, some immigrants may choose not to use child care because of this issue. Other immigrants who do want to use child care services to go to work, or to access other services, cannot because “they’re new to the country, they don’t know people to baby-sit, they are living on low income, and then they need childcare to come here [for services]” (Service Provider Interview 12, 250).

4.2.5.6 Language

There were many different issues provided by service providers, however, language was one of the most common answers. Some service providers indicated that without having the language skills, immigrants can not communicate and function effectively within the community or in their place of employment. Without English many immigrants are not able to obtain entry level jobs, as one service provider indicates:

“...in a lot of entry level positions we’re finding that you wouldn’t think that the language would be a barrier, but there’s reading instructions, reading chemical bottles, things of that nature ...its required in every occupation, in some form and if you don’t have it it’s a real barrier (Service Provider Interview 5, 205-212).

Immigrants that rely on labour intensive jobs and then lose their jobs, have great difficulties finding employment in Brandon. The problem is finding a job that pays more than minimum wage that requires very little English.

“...the biggest barrier is language, [and] employer attitudes towards people who have limited English. They’re not use to employing people that have a limited English [like they do] in Toronto, or Edmonton. They hire people that barely speak English and it doesn’t bother them. If someone loses a job at Maple Leaf you’re looking at minimum wage at the very best. The other problem [is]... is that very few [Refugees] have formal skills, and very low education, and very limited English. The catch 22 is if they go to English class they can’t work, [if they] work they can’t get English. Sso they can’t progress and move on to better things through career training. So it becomes a cycle of poverty (Service Provider 12, 200-208).

4.2.5.7 Recognition of Credentials

According to one service provider recognition of credentials is a barrier for immigrants to Manitoba and Canada. The service provider made the observation that, we

“ bring people in because they have the qualifications” (Service Provider Interview 12, 294-295) but do not use their expertise, because of barriers such as language, and state that they are not qualified. Expanding further on this issue, one service organization commented that immigrants trying to use their credentials in Brandon have no support from service providers or the community. The service provider commented that:

“I’ve just met a guy last week, he and his wife are plan[ing] on setting up a business here... But there are a lot of issues that they have to look into... and there is nobody mentoring them, [such as] sending them to a provincial government [for help]... all I’m saying is that the community itself is not... greeting them the way it should. To promote someone who might invest in the community in terms of business, and setting up shop, and hiring other people [is important for Brandon]” (Service Provider Interview 12, 356-364).

4.2.5.8 Housing, Transportation, Racism and Finances

Housing, transportation, racism and finances were issues brought up by different service providers. It is important to note these issues were not common amongst responses. However, it is important to address irregularities within the data because in this type of study an irregularity may represent an idea held by many.

Public transportation was identified as being an issue for immigrants that required using transportation on Sunday’s to go to work or church. It is an issue because buses do not run on Sunday. The other issue with transportation is that it can be expensive if one has to rely on taxis to get around town for work or church, every week.

Housing was also identified as being an issue because Brandon does not have enough affordable housing available to all immigrants who are in need of it. Immigrants with families find it particularly difficult to find affordable housing because many cannot

afford to buy a house. At the same time, when you have a family of four it is very difficult to find an apartment that will take you as a tenant.

Issues of finance for immigrants were identified by one service provider as a barrier to all other service provision. They commented that:

“...the finances are so limited that when they come [to Brandon] they haven’t got the time to learn the language and get ready for their further plans in life . They get here and they have to work right away so they go to work and while they are working they’re far too tired to study” (Service Provider Interview 19, 317-323)

Another issue that came up was racism within Brandon and the problems it can cause for the immigrants and for the whole community. The service provider commented that:

“I think [racism is] one of the biggest issues that we need to address. Recognizing that people [are] coming in from other parts of the world is a good thing for Canada, as well as Brandon as a community (Service Provider Interview 20, 283-293).

4.2.6 “What other services for immigrants are you aware of?”

Service providers were asked to identify other services available in Brandon to measure the awareness of other service organizations that work with immigrants. This question also helped to indicate if collaboration between providers existed. The number one service organization identified by the service providers was Westman ESL Settlement Services (WESLS). Fourteen other service providers were also mentioned as providing services to immigrants (Table 4.6).

Table 4.6: Service organizations identified by other service providers (n=20)

Service Organizations
7 th Street Access
Assiniboine Community College (ACC)
Assiniboine Community College (ACC) Adult Collegiate
Brandon Friendship Centre
Brandon Literacy Council
Brandon Neighbourhood Renewal Corporation
Brandon School Division
Brandon University EAP program
Elsbeth Reid Centre
Knox United Church
Regional Health Authority
Samaritan House (Training Centre)
Sexuality Education Resource Centre (SERC)
United Food and Commercial Workers Canada (UFCW)
Westman ESL Settlement Services (WESLS)
Women's Centre

(Author's survey, 2006)

One of the comments made by a service organizations when identifying WESLS as one of the service providers for immigrants was, because WESLS was identified by most service organizations to provide services to immigrants they have been “swamped, [and] they can't meet all of the needs [of immigrants]” (Service Provider Interview 8, 464). Other service providers indicated that all services available in Brandon are available to immigrants. However, they also recognized that some services are specifically for immigrants, “*it's whether they have services that are specifically targeted at immigrants*” (Service Provider Interview 5, 233-234).

The service providers who indicated they had a partnership with other service organizations were inclined to be aware of the different services available. Some service organizations that provide English services such as, “Samaritan House training centre, the Brandon Friendship Centre, [the] Brandon Literacy Council... or WESLS” (Service Provider Interview 10, 86-90), say they cooperate and try to work with different organizations to provide better services.

One of the service providers was very candid about the fact that they do not know enough about the other service providers in Brandon, “but [it is] an area that needs to be addressed” (Service Provider Interview 20, 250). This is a struggle for them when they want to send immigrants to other service organizations to access programs that would benefit them the most.

4.2.7 “In your experiences what services are working well in Brandon?”

Service providers were asked to identify what services in Brandon are working well along with service gaps and challenges. To simplify things, the analyses have been separated and will first identify services that are working well in Brandon (Table 4.7). The next section (4.2.8) will include the gaps indicated by the service providers.

Table 4.7: Service Providers identified Services working well in Brandon (n=20)

Services Working Well in Brandon
<ul style="list-style-type: none">• 7th Street Access• Church• Culture and Diversity• English Services• Maple Leaf• RHA• Service Provider Community• Transportation• WESLS

(Author's survey, 2006)

4.2.7.1 7th Street Health Access Centre

One service provider indicated that 7th Street Health Access Centre was a very important and useful service in Brandon. They described it as a one stop shop, with many different services available.

“the 7th street access centre is the first place that anybody in need should go, because they’ll take care of your health, they’ll take care of your lodging, they’ll take care of a meal, if that’s what you need. First place shouldn’t be ESL, if I need health care, if I need a meal, teach me how to say that and I’m down the street to get one right now” (Service Provider 11, 970-974).

4.2.7.2 Church

One of the service organizations identified churches are working well in Brandon. One of the service providers was looking for an alternative way to provide English services and had approached a few churches to start something, and their initiatives have been working well. One service provider commented on the use of churches, providing English services to immigrants, and the benefits they provide:

“...the church here... [is] very small, but it was a very good experience. The pastor started coordinating with me ...[to] offer class. The first day they had twenty [immigrants], second [day they had] thirty [immigrants], after that forty,

and 45 and the pastor say's STOP, I can't take in everybody” (Service Provider Interview 3, 241-243).

4.2.7.3 Culture and Diversity

Another service provider indicated that the reason why their services are working well is because their staff has taken training related to culture and diversity. It has helped the service to be more culturally sensitive to immigrants that approach them for services.

“ [we are] doing lots of work around culture and diversity, our staff [is] training in culture and diversity. Because the recognition that parenting practices [are different], moving to a new country is very different, and parenting expectations, , are different. So our workers are aware if they go to work with an immigrant family to, that they need to be cognizant of that, and respectful, and so we've certainly been focusing on culture and diversity” (Service Provider 9, 110-116).

One service provider suggested that the new ethnic food stores that are opening in Brandon are helpful services for immigrants, because it allows them to use specific ingredients to make the food they eat back home. The two ethnic food stores in Brandon are important for immigrants because, “those are some of the things we haven't tried to promote [and it is important to start]” (Service Provider 11, 561).

4.2.7.4 English Services

Some service providers identified the literacy and ESL services working very well in Brandon. The service providers indicated that literacy and ESL is the next step in providing English services. The first step is the basic ESL provided by WESLS, “they are good at teaching the initial language” (Service Provider Interview 6, 389-390), and the next step is accessing literacy services, “teaching the [academic] based literacy skills, and we are good at that” (Service Provider Interview 6, 390-391).

4.2.7.5 Maple Leaf

According to one of the service organizations, Maple Leaf is a service that is working well for some immigrants, because they are providing employment opportunities to them. They identified Maple Leaf because of the number of employed immigrants that work in the factory. The service provider commented that:

“I’d like to say there is something working well but the only thing that I could say that’s working well is the recruiting at Maple Leaf...its working well” (Service Provider 11, 1056-1057).

4.2.7.6 Regional Health Authority (RHA)

Another service provider indicated that the Brandon RHA is providing good services in the community. One of the services the RHA provides is cervical cancer screening for immigrants. They provide interpreters and as such have created a culturally sensitive screening clinic. The one service provider commented that:

“...we piloted a cervical cancer screening clinic, down at the 7th Street Health Access Centre because we know that among a number of immigrant populations, cervical screening is not a common health practice...[we] also thought [it was important to]... create a culturally sensitive screening clinic, immigrant women would be more apt to come and we had interpreters available, volunteer interpreters available for the day. It was quiet well received (180-188)

4.2.7.7 Service Provider Community

Many service providers suggested that there are a number of other providers doing their best to provide services to immigrants. In general, the service provider community of Brandon is doing a good job in providing services.

“I think there [are] individuals within organizations that are really trying very hard to provide what they can ... for immigrants...There is certainly some very

dedicated, committed people here, and I can't really pinpoint any particular organization” (Service Provider 10, 388-392).

Expanding further on this topic, another service provider states a similar opinion, and indicates that most services are doing the best with the resources that are available to them.

“...I think WESLS does the best job they can with the resources they have... everybody's really trying and have the best interests of the families at heart... its just [all] new for us ... I think that some of the things that Child and Family Services is doing through the Elspeth Reid is very valuable, I think what they're doing at 7th street access is good. I know that ACC [adult collegiate] is trying to provide ... everybody is working hard ... but there's a lot of gaps” (Service Provider Interview 14, 364-377).

4.2.7.8 Transportation

Two of the service providers interviewed commented that the reason why their services were well attended was related to providing transportation for participants. One of the programs is a pre-school program, and the other is an immigrant support group. A comment made by a service provider regarding the pre-school was,

“...out of the 47 children that attend [the] pre-school, 44 of them receive transportation to get there...so that makes us a bit unique, [because] we are able to offer a service to some of the more vulnerable, at risk families in the community, people who wouldn't otherwise be able to get their kids to nursery school or pre-school, [or the immigrant support group]” (Service Provider Interview 9, 69-76)

4.2.7.9 WESLS

Some service providers indicated that WESLS was providing services in Brandon that were working well. One provider indicated that one of the workers from WESLS was

very beneficial and did a lot of good work, “she’s a good resource, our staff will phone her” (Service Provider Interview 5, 282) for help.

Some service providers commented that the employment service at WESLS is working very well for immigrants. The worker at WESLS is always available to the immigrants and this new service seems to be working well.

4.2.8 “In your experiences what are the challenges or gaps?”

The purpose of this question is to identify perceived challenges and gaps in service provision. It is important to identify challenges and gaps for the purpose of comparison with immigrants’ perceptions of challenges and gaps. Analysis of the data provided a list of different gaps and challenges in service provision (Table 4.8).

Table 4.8: Service Providers identified gaps and challenges in service provision in Brandon

Gaps and Challenges in Service Provision in Brandon
<ul style="list-style-type: none"> • City of Brandon • Educational Institution • Employment • English Services • Immigration System • RHA • Service Provider Community • Transportation • WESLS

(Author’s survey, 2006)

4.2.8.1 City of Brandon

A number of service providers indicated that the city of Brandon is not supporting the immigrant service providers and it is creating gaps in the services. One of the service

providers commented that the city is simply not interested in providing a program to encourage immigrants to come to Brandon, or more importantly, to retain the immigrants that are already in Brandon.

“the city [has]... no intention of creating a program to encourage immigrants to come to Brandon, as I was part of the strategic plan and I tried to get the immigrant issues put on the table. But no the city manager at the time told me we are not going to make a program to attract or retain immigrants to Brandon” (Service Provider 12, 806-811).

4.2.8.2 Educational Institution

One of the language service providers commented that one sizable challenge in Brandon relates to educational institutions. They expressed concern with educational institutions accepting immigrant clients to their services that are not prepared to go.

“... my biggest concern is how I think educational institutions are struggling to try to appropriately assess whether immigrant clients are prepared to go on into other educational programming ...I've seen cases where institutions accepted clients, ESL clients into programs, such as Adult Learning Centre type programming or college programming without really thinking things through [regarding what is best for the immigrant]” (Service Provider Interview 6, 598-620)

Expanding further on this issue, the service provider gave an example of where an educational institution brought in a student that was not prepared for the class.

“...it was an adult literacy program where [the immigrant had] been learning English. They had been running English as a Second Language program at the time and that client moved on into an Adult Learning Centre program. She went through the first year of programming and then when summer time was coming around the manager ...called me to see if we could assist [their] client ...Because she had struggled mildly with language skills, she came to us and we worked with her the entire summer. At the end of the summer I said this person is not ready to be in Adult Learning. But they took her back anyway... and the poor lady was just out of her league, she kept coming in here saying... ‘I can not do this, I don’t understand what’s going on’... we continued to support this lady, no one there had bothered to ask what her academic background was, and we were speaking about somebody who had about grade 7 [level] from Sudan, who was now in

grade 11 programming at an Adult Learning Centre” (Service Provider Interview 6, (622-652).

4.2.8.3 Employment

Some of the service providers indicated that Brandon does not have adequate employment services available to immigrants. One service provider commented that, “Maple Leaf’s a pretty good employer” (Service Provider Interview, 8). The issue is that some immigrants cannot work there for different reasons. For example, some Muslims cannot work there because they cannot touch pork, and some cultures “haven’t worked out successfully there” (Service Provider Interview, 8). The same service provider goes on to explain what happens to immigrants that cannot work at Maple Leaf:

“when you don’t work out at Maple Leaf, [and] your English isn’t good enough, we don’t have any other kind of factories or assembly lines [for the immigrants to work at]...I think some of our clients had been successful in getting jobs at the CanadInn in house keeping but... I think that employment would probably be another obstacle (Service Provider Interview 8, 462-469).

4.2.8.4 English Services

A number of the service providers identified a gap in the ESL services currently available. The challenge is that immigrants want to have conversation classes readily available. The problem some service providers have is that they begin the process to start conversation classes but do not follow through. One of the service providers commented on the importance of English services and how they should be consistent and accessible to immigrants:

“the students want conversation classes, they want [the] opportunity to go out and speak. [So] we were talking about starting [a] conversation classes here... one of the students was looking into doing another conversation class somewhere

[else, for more practice]. She looked around trying to find a place where she could do this, I said I would like to come to the first one with you to see how they run it... then she [said] it was cancelled, or its not starting until [later]. I said I'll just start mine and if I do get a chance to attend one I'll see how it goes. But I think that was a big problem ...finding classes that are consistent, and that are accessible” (Service Provider Interview 8, 420-432).

4.2.8.5 Immigration System

One of the gaps and challenges identified by service providers is the Canadian immigration system. A number of service providers explained why they think there is a gap. According to one service provider, the reason why some service organizations are not succeeding in providing adequate services to immigrants is related to the whole immigration process. As one service provider comments:

“I think WESLS is trying hard to do a good job, but I think there is a far bigger need than they are able to meet at this point in time...which speaks to the whole immigration process, of being a bit backwards” (Service Provider Interview 8, 501-503).

Expanding further on this topic, the same service provider comments that immigration departments need to do their job. According to some of the service providers the challenge is that the immigration department is not providing enough services for immigrants.

“...if immigration departments did their job properly at the front end instead of sloughing it off ... letting somebody else pick up the pieces later...folks would have a much better experience... but meanwhile we're picking up the pieces here in Brandon” (Service Provider 8, 769-774).

4.2.8.6 Regional Health Authority (RHA)

Another challenge or gap in services according to one service provider is the RHA. The service provider commented that the issue with the RHA is related to bringing

immigrants to work at the RHA, that is, the RHA does not provide enough support or time to immigrants working in a new system, in a new language. The service provider commented saying:

“I think the RHA is doing a big disservice, they are going world wide looking for people and then they’re not giving them enough slack, enough support once they get here. And it’s like anyone going to a new country its going to be a lengthy adjustment period (Service Provider 12, 319-322)

4.2.8.7 Service Provider Community

A number of service providers commented that the service provider community had gaps in the way they provided services. Some service organizations commented that the service provider community is not ready to provide adequate services for immigrants in Brandon. One service provider comments that the city has to be more involved to help the service organizations provide services.

“...there [are] some institutional barriers, or immigration barriers...that affect the adaptation and integration of this [immigrant] group... in five or ten years they will bring family... we will have more people here...but if the service providers and the city’s not ready to attend to these people, I’m expecting problems. I mean problems in adaptation, integration, and acculturation ...a long time ago in Brandon there was a Vietnamese community here, but they are not here anymore what happened? The city is not working together and in partnership” (Service Provider Interview 3, 296-304).

One of the service providers has been conducting research on services and has talked to other service providers regarding their challenges and issues. The issue that frequently came up was that service providers did not know how to provide adequate services because they did not know how many immigrants were in Brandon and what kind of support they needed.

A number of service providers commented that there is competition amongst some service providers to receive funding for service programs. This competition among service organizations does not allow service providers to work well together. One of the service providers stated that one of the service organizations in Brandon was competing with them for funding. Expanding further on this topic, another service provider indicated that there is a battle amongst service providers for funding. They suggest that service providers should try to work together because in the end all service providers are trying to accomplish the same thing, to support the immigrant population.

“...[there is] this battle of service providers that’s mine, that’s mine, that’s mine. The issue is really helping folks settle here, and making it a positive experience, so that they want to stay. But that’s not what it becomes about within the community...and people feel, if the churches are doing [something], does that mean that people are going to think we’re not doing our job, so this makes us look bad. It’s not about the service providers... its about the immigrants and services”
(Service Provider Interview 16, 197-203).

4.2.8.8 Transportation

Only one service provider identified transportation as a challenge to providing services to immigrants. The service provider commented that transportation is an issue for some immigrants. Especially for some immigrants that work on Sunday or go to church because the buses do not run so they have no way of getting to work or to church.

4.2.7.2.9 WESLS

A number of service providers indicated that one of the organizations in Brandon instigates challenges and gaps in the way they deliver services. The problem that one service provider indicated with this organization was that they are very busy and swamped with work so it is very hard for them to deliver better services.

Some service providers indicated that the challenge with WESLS was related to the fact that different service organizations do not coordinate their services with them because they are difficult to work with. The service provider goes on to say that the challenge is not an easy one to fix because they are not exactly sure why WESLS does not coordinate services with them.

“One of the organizations, like WESLS that should, we should be working with and we being ourselves and all the other sort of groups in town that are working with this ESL population. [We] keep running into road blocks with WESLS, and I have no idea what it is, whether it’s a communication issue, or whether it is a territorial issue. We try and refer our individuals to [them] and [the immigrants] keep coming back saying, I don’t want to work with them. We have no recourse, and we’ve got no option, somewhere in there they are ticking people off royally and they’re burning a lot of bridges. There should be partnerships, they’ve burnt so many bridges that no one wants to work with them. Immigrants and agencies so somehow that’s got to be resolved, and how I couldn’t tell you exactly what the issue is” (Service Provider Interview 10, 302-315).

4.2.9 “In your opinion what needs to be done to improve services for immigrants?”

Service providers were asked to identify what needed to be done to improve services for immigrants, and this information was used to develop a list of opinions on needs to be done to improve services for immigrants (Table 4.9).

Service providers indicated that one of the significant changes that needs to occur is for providers to work together to coordinate services. Another significant improvement that needs to occur is for service providers to provide more information resources for immigrants in the form of brochures or videos in their own language. Other interesting suggestions were made by service providers such as a program review for service providers conducted by immigrants.

Table 4.9: Service Providers identify improvements needed to improve services for immigrants (n=20)

Improvement of Services for Immigrants
<ul style="list-style-type: none"> • Affordable Housing • City of Brandon • Information Resources • Language • Mentoring Class • Program Review • Research • Service Providers • Translated Materials

(Author’s survey, 2006)

4.2.9.1 Affordable Housing

Affordable housing was identified by one of the service providers as something that needs to be changed in Brandon. Some service providers suggested that low-income housing become more available in Brandon because many of the employment opportunities available to immigrants pay minimum wage. One of the service providers commented that:

“...okay well affordable housing we have to make, because we have so many low income jobs here in Brandon that if we don’t make the housing easy those low income jobs are just a stepping stone out west or down east and we won’t retain (Service Provider 11, 1082-1085).

4.2.9.2 City of Brandon

One of the service providers indicated that the mayor should be helping out and providing support to the immigrant population because when the city supports the immigrant service providers, more people in the community will know about it, and more support will be available.

“I really think in this city the person that should be championing this is the mayor. A lot of people are sitting back and waiting until someone says, as a city we really

should be on the band wagon here if we want to improve the economic situation in this city. If we want to improve or be pro-active in terms of crime in this city, in terms of health issues, we should be getting behind the band wagon and do everything we can for this population, because if we don't we're just ghettoizing them...marginalizing them. We're setting them up for the future, for a very poor future, and it's just not fair" (Service Provider Interview, 10, 419-426).

4.2.9.3 Information Resources

Another suggestion made by service providers was to have more information resources available for immigrants. Information resources such as videos should be available to help immigrants understand the systems in Brandon. Computer training should also be available.

"More resources, video's [and] different resources. The other thing also is computer training. If some of them want to get another job they need to know about computers. Many of them didn't have a experience in their own countries, ... More awareness, if [the companies] want to hire an immigrant they need to [have] more awareness about how important it is to hire an immigrant" (Service Provider Interview 3, 561-568)

Expanding further on the issue of resources, one service provider suggests that a resource list be made available for workers, service providers, and anyone else involved with providing services to immigrants so that they are all aware of the different resources available at each service organization. One service provider commented:

"...I am wondering if there should be [a booklet of resources] for workers, and community people that are involved [with] the [immigrants], that lists for them what services in detail are available through the various agencies" (Service Provider Interview 12, 857-861).

4.2.9.4 Language

A number of service organizations have identified that language services must be changed. Language services are related to ESL, EAL, and literacy services. However,

one of the service organizations suggested that the changes happen with people involved in the immigration services.

“...what seems to happen is people are allowed to immigrate, and when they get here they can go wherever the heck they please. To me what should be happening is people who have come into the country with no language skills, I feel strongly that immigration should be doing something right there. Before people are allowed to move to other areas of the country, the service should be happening rather than reacting because you are always behind the 8 ball with these services... if they had the education that they need... if they were given language classes [it would be easier for the immigrants to settle and work]” (Service Provider Interview 8, 508-521).

4.2.9.5 Mentoring

One of the suggestions made by a service provider was related to developing mentoring classes for the Economic Class immigrants. Immigrants that have come to Brandon to set up a business should be provided a mentoring class related to: how to set up a business, the people they need to talk to, and what the legal procedures are applicable to their situation

4.2.9.6 Program Review

One of the unique suggestions made by a service provider was related to the idea of having a program review for services. The immigrant community would complete the review, and it would provide input and feedback for the service organization on their services.

“...it would be really interesting to do a program review by the immigrant populations. I think customers should look at our programs and provide feedback, which is not a popular view in the organization. One of the processes that I would like to use is a silent shopper model...Because for us to look through our ethnocentric eyes we look very accessible and appropriate. [But] I think that silent shopper model would be terrific (Service Provider Interview 15, 317-320).

4.2.9.7 Research

One of the service providers commented on the importance of doing research on immigrant services. The key to this is to ask immigrants what they think is working well for that organization and what needs to be improved. That way providers can give immigrants services they need. One service provider commented:

“I know there are plenty of services even here in Brandon, which are very outstanding, [and] excellent... But it’s good to do some research, go down to the members, the community and find out what the service [should] be [like]. The other [reason research is important is] the service there may not be... sufficient [and service providers must be aware of this issue]” (Service Provider Interview 3, 189-193).

4.2.9.8 Service Providers

As previously stated, many service providers suggested that the service provider community needs to collaborate on different services to make services efficient. The planning process and service delivery process should include all organizations that need to be there.

“...everybody needs to be at the table and planning the process together. The city needs to be there, the employers who want to bring people in, and its not just Maple Leaf; there are other employers who are looking to bring people into the country. The different [immigrant] communities who are living here need to be apart of that process, and the process needs to happen in a way that is inclusive. There also needs to be social service agencies, housing, and BNRC who’s been doing a lot of work to try and improve the housing stock. All of those people need to be in the process together...But its time that all those pieces come together, and the education system has to be apart of that, because the impact is going to be huge there to... it can all be very positive, but people need to be prepared for it. And [the] whole process of planning for people coming into the community, there needs to be education for the people who are already here to understand that this is a good thing for their community, and why (Service Provider Interview 20, 401-419).

4.2.9.9 Translated Materials

Another suggestion made is related to translating materials for immigrants. A health service provider commented that, “we seriously need to address patient education materials that have been translated and interpreted properly” (Service Provider Interview 15, 363-364). Expanding further on this suggestion, another service provider commented on translated materials in the form of a video.

“I would like to see things translated in other languages for other people, on paper, we’re doing it now on video. We’re doing our orientation guide we use it as a template and its being translated into 7 or 8 other languages, how to survive Brandon, and services provided... once [the video is] done it will be [a] very thorough video, [with] all the settlement issues immigrants in Brandon [face], [and explain what] the service providers... provide (Service Provider Interview 12, 1007-1014).

CHAPTER 5: IMMIGRANT RESEARCH FINDINGS

5.1 Introduction

The following chapter consists of a summary and assessment of the data gathered during immigrant focus groups, and interviews. The data will be analysed to identify the strengths and weaknesses in service provision for immigrants, the types of services available to different immigrant groups, and settlement needs of immigrants to Brandon. An interpretation of these findings will be provided in Chapter 6.

Seven focus groups were held with a total of 37 immigrants and Refugees. Of the 37 immigrants that participated in the focus groups, 13 agreed to participate in one-on-one interviews, and two immigrants agreed to participate in the interview only. In total, 15 interviews with immigrants and Refugees were conducted, and a total of 39 immigrants were directly involved in the research process.

5.2 Demographics and Characteristics of Immigrants

Participants in the immigrant focus groups varied in age, but the majority fell in the 20-44 age cohort (83.7%). The smallest group fell within the 45+ age cohort with 8.1% of participants. Two participants in the focus group did not identify their age or

gender (Table 5.1). The demographic composition of the focus groups resembles immigrant and Refugee age trends at the provincial and national level (Citizenship and Immigration Canada, 2004a). For example, the majority of immigrants in Manitoba fall into the 25-34 age cohort, while at the national level the majority of immigrants fall into the 25-44 age cohort (Citizenship and Immigration Canada, 2004a).

However, when examining the gender of respondents, the number of female immigrants that participated in the focus groups is slightly higher than the number of males. Female immigrants comprised 59.4% of the focus groups, while male immigrants comprised 35.1% of the focus group participants (Table 5.1). At the provincial and national level, the proportions of male and female immigrants are equal (Citizenship and Immigration Canada, 2004a).

The majority of immigrants who participated in the focus group were married (67.5%), many of which had young families. These trends reflect Canada's primary goals for immigration: to work, contribute socially, culturally and economically. The Manitoba Provincial Nominee Program also contributes to the relatively large number of young immigrants to Brandon (Manitoba Immigration Facts, 2004).

There were three different categories of immigrants who participated in the focus groups: Economic Class, Family Class, and Refugee. Participants who identified themselves as Provincial Nominees were classified as Economic Class. The proportion of Refugee participants is significantly larger than the Family and Economic Class immigrants. The large number of Refugees who participated in the focus groups may be related to the fact that they require more services than other immigrant groups (Figure 5.1). The reason Refugees may require more services is because they may not have the

same resources as the Economic or Family Class immigrants and they have come to Canada for different reasons compared to the other two immigrant categories. However, the majority of participants in the focus groups identified themselves as “other” category of immigrant such as: “landed immigrant”, “independent immigrant”, or “permanent resident”.

The majority of immigrants who identified themselves as “other” indicated that they were from Refugee camps. Though they came to Canada as Refugees, they do not like to be labelled or classified as such. According to the government of Canada once Refugees enter the country they are no longer called Refugees and are identified as landed immigrants (Citizenship and Immigration Canada, 2005). There were also a large number of participants that did not identify their immigrant classes. This may be related to the fact that some of the immigrants did not understand the researcher or the interpreter when asked to identify.

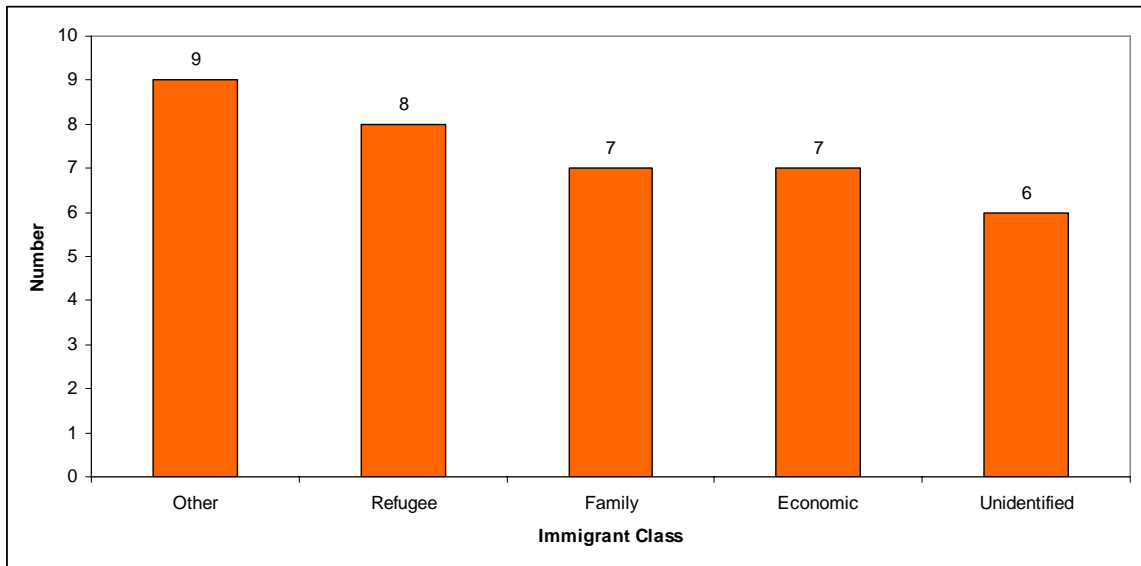
Table 5.1: Age and gender of immigrant focus group (n=37)

	<i>n</i>	%
Age		
15-19	1	2.7%
20-29	8	21.6%
30-34	6	16.2%
35-39	9	24.3%
40-44	8	21.6%
45-49	1	2.7%
50-54	1	2.7%
55+	1	2.7%
Unidentified	2	5.4%
Total	37	100.0%
Sex		
Male	13	35.1%
Female	22	59.4%
Unidentified	2	5.4%
Total	37	100.0%
Marital Status		
Married	25	67.5%
Single	4	10.8%
Divorced	2	5.4%
Other	2	5.4%
Unidentified	4	10.8%
Total	37	100.0%

(Author's survey, 2006)

A total of 178 new immigrants arrived in Brandon in 2005 (Allan, 2006). Data from Allan (2006) indicated that the most common immigrant group in Brandon has come through the Economic Class, largely related to the Provincial Nominee Program. The Provincial Nominee Program accounted for 69.0% of the new immigrants to Brandon in 2005. The second most common classification was Family Class with 10.0% of new immigrants (Figure 5.1).

Figure 5.1: Immigrant and Refugee Distribution of focus group by Immigrant Class¹

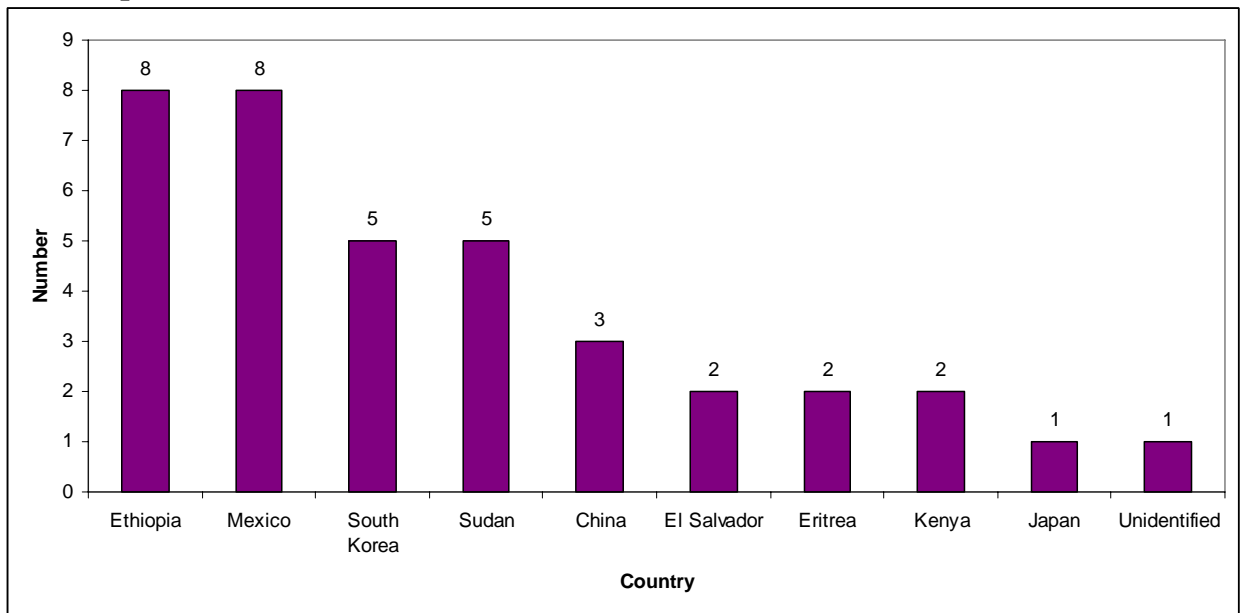


(Author's Survey, 2006)

Immigrants that participated in the focus groups were originally from a number of countries around the world. The most common countries of origin included: Mexico (21.6%), Ethiopia (21.6%), Sudan (13.5%), and South Korea (13.5%) (Figure 5.2).

¹ Immigrants who declared themselves as “other” or left the declaration “unidentified” were later classed by language.

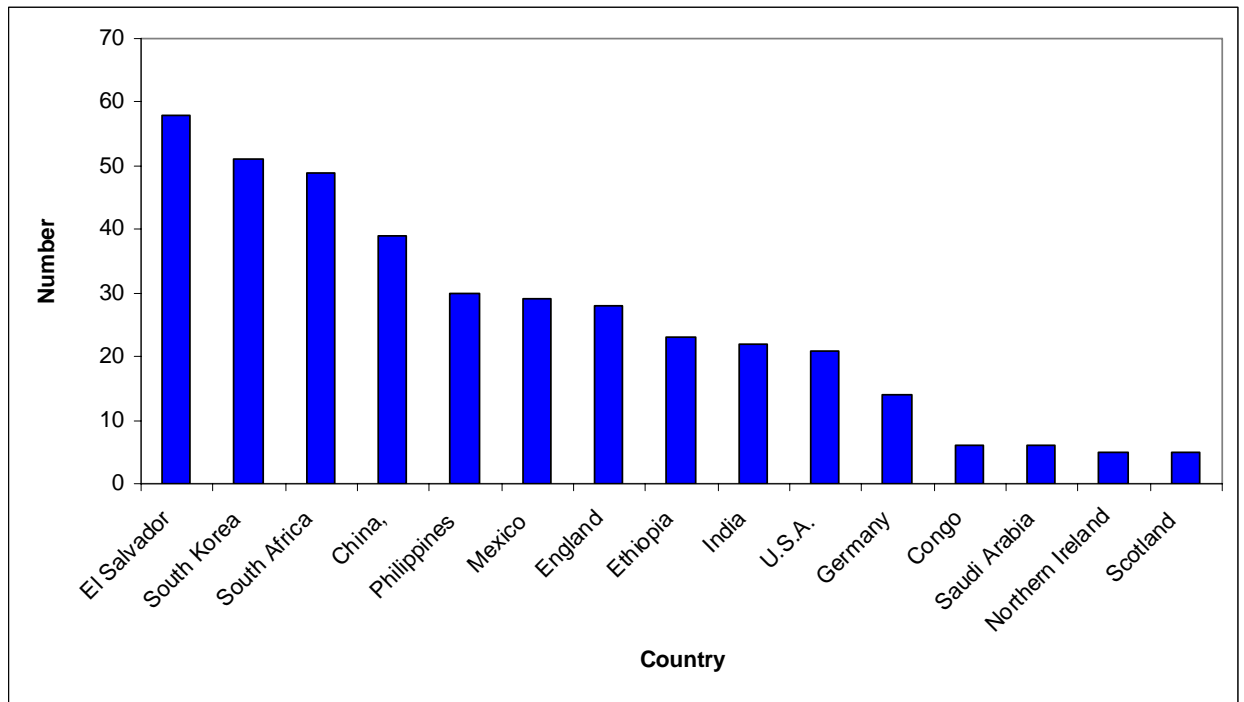
Figure 5.2: Representation of Immigrants participated in focus group by Country of last permanent residence (n=37)



(Author's Survey, 2006)

The results are not similar to the percentages provided by Citizenship and Immigration Canada for Brandon in 2005 (Figure 5.3), which identified the top four countries of last permanent residence as: El Salvador, Republic of Korea, South Africa, and China (Citizenship and Immigration Canada, 2006). The difference between participants in the focus group and immigrants that have entered Brandon may be because the immigrants in the focus group had more need in service provision, and were interested in participating in the focus group and interviews.

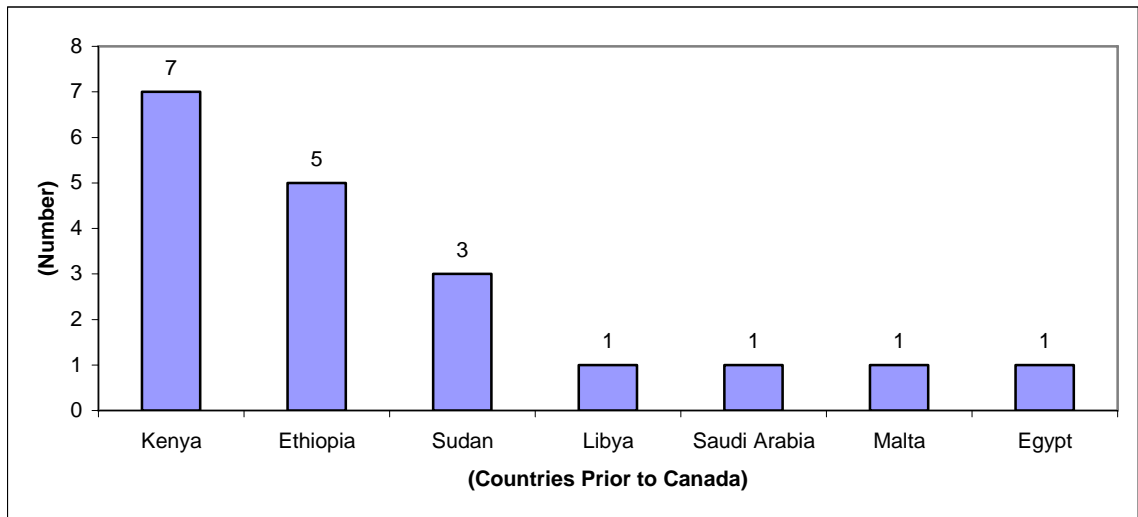
**Figure 5.3: Immigration to Brandon by Country of Last Permanent Residence
(n=178)**



(Allan, 2006)

Fifteen respondents indicated that they had an additional country (countries) of residence prior to immigrating to Canada (Figure 5.4). All the participants who lived in African countries and all of the immigrants that identified themselves as Refugees had lived in an additional country (countries) prior to immigrating to Canada. Two of the 15 immigrants had lived in three countries prior to moving to Canada. The reason immigrants were asked to indicate any additional country (countries) of residence prior to immigrating was to examine the differences between immigrants who have come as Refugees and their experiences prior to Canada, compared to immigrants that have family or economic opportunity in Canada.

Figure 5.4: Additional country (countries) of immigrants residing in prior to Canada (n=37)



(Author's survey, 2006)

5.3 Perceptions of immigrants and refugees regarding service provision

Data were collected via focus groups with seven different immigrant groups (n=37) concerning their perceptions on service provision in Brandon. The focus groups were conducted in places immigrants go for services and were separated by primary language spoken (Table 5.2). These focus groups added valuable information to the examination of services available, as well as identifying the needs and concerns of different immigrant groups.

The analysis of the focus groups is organized according to the following six questions (Appendix E):

1. How long have you lived in Brandon?
2. What were your concerns when you first came to Brandon?
3. What organization(s) helped you when you first arrived?

4. What other service have you used?
5. What was your experience like using these services?
6. Do you plan to stay in Brandon?

In order to maintain anonymity of the participants the immigrants have been grouped into the three immigration categories: Family Class, Economic Class and Refugees. The findings of the three groups were significantly different; each group had different service, social, and economic needs (Table 5.2). In the following sections I will identify the similarities in answers provided by the three groups as well as the differences that arose from the data.

Table 5.2: Immigrants and Refugees that participated in focus group discussion (n=37)

Focus Group
Amharic Group
Chinese Group
Korean Group
Spanish Group
English Services Group
Immigrant Women Group
Parent Group

(Author's survey, 2006)

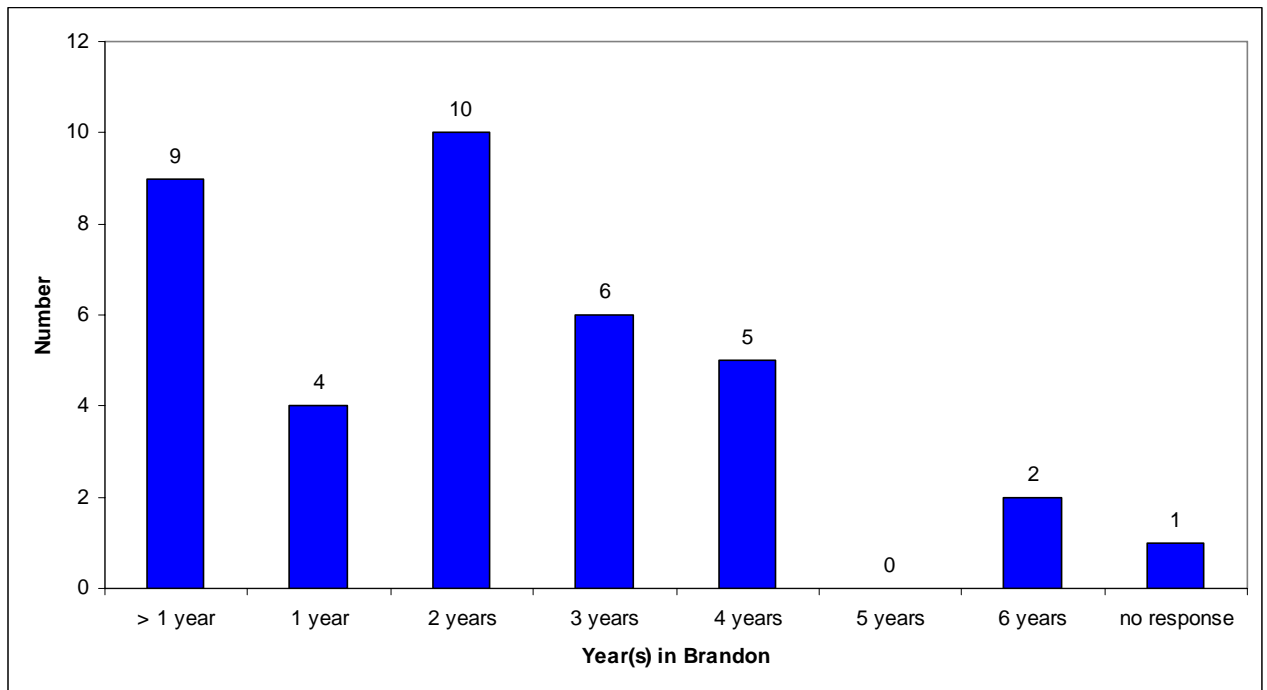
5.3.1 How long have you lived in Brandon?

Immigrants were asked how long they have lived in Brandon to identify how long they have required using the different services. The question was also designed to

identify if they were recent immigrants. A recent immigrant was defined by the researcher as someone who has immigrated to Canada within the last 7 years. According to Beshiri (2004) a more recent immigrant was defined as someone who has been in Canada for 6 to 10 years.

Immigrants accessing services that participated in the focus group ranged in the length of time they have lived in Brandon from less than a year to six years. All three immigration categories varied in the length of time since they had arrived in Brandon. There were no substantial differences in the length of time immigrants have lived in Brandon between the three groups.

Figure 5.5: Length of time immigrants have lived in Brandon



(Author's survey, 2006)

5.3.2 What were your concerns when you first came to Brandon?

Immigrants were asked to identify what concerns they had when they first arrived to Brandon. The Family Class, Economic Class, and Refugees had some similar concerns when they first arrived. Some of the similarities and differences in concern are illustrated in Table 5.2. The checked areas indicate that the group had identified a concern.

Compared with the other two immigrant categories, the Family Class immigrants identified that they do not have many concerns because they have family support. Also, prior to immigrating to Canada they had talked with their family members about the community they would be living in. Some of the members in the Family Class had done some research on the Internet to answer additional questions prior to moving.

**Table 5.3: Concerns identified by immigrants when they first arrived to Brandon
(n=37)²**

Concerns	Economic Class	Family Class	Refugee
Language	✓	✓	✓
Credential Recognition		✓	
Culture	✓		✓
Education for Children	✓	✓	
Employment	✓	✓	✓
General: new life in a new place			✓
How to use services	✓		✓
Religion			✓
Weather	✓		✓

(Author's Survey, 2006)

5.3.2.1 Language

The biggest and most common concern for all three groups was learning English. Some immigrant groups had a harder time accessing English services than others because their work schedule was not the same as the service organization times of operation. The other major concern immigrants had was communicating with other people in the community. Not knowing the language made it difficult to make new friends and acquaintances. The Family Class focus group indicated that because of the language barrier there was also a concern in finding employment. This is related to the fact that

² Focus group participants were allocated to an immigrant category based on declared status or language.

most employment agencies require English skills. Immigrants from the Economic Class focus group commented that running basic errands is difficult when they can not communicate, “the language is basically a barrier” (Economic Class Focus Group 3, 231).

5.3.2.2 Credential Recognition

Some of the participants in the Family Class focus group identified credential recognition as a concern for them when they arrived to Brandon. The problem is related to finding satisfying employment that is challenging to them in their field of expertise. Many of the immigrants indicated that they were very qualified in their chosen fields back home. One of the comments made was:

“For them the biggest problem is employment. Employment does not mean they don’t have [the] ability to be qualified for [the] job[s]... they have already got Master Degree, PhD...they are quiet qualified in China...but coming here a lot of their licenses are not recognized by Canadian government” (Family Class Focus Group 2, 117-123).

They expand further on this issue and state that, “I really think [that] for the Canadian government it is a great waste of human resources, [and] talents”, having skilled and educated immigrants that want to contribute to the Brandon community but they can’t because the government does not recognize their certificates. *“[They want] to have equal opportunity with the local people...they can not put up with inequality”* (Family Class Focus Group2, 123-128).

5.3.2.3 Culture

Some immigrants identified that culture was a concern when they first arrived in Brandon. For example, they missed certain things such as food, finding the right ingredients for the different ethnic dishes, and the way people back home socialized. Everyone is out on the street with their families enjoying the weather, but in Brandon many people just stay in their homes. Some immigrants identified that it was a huge culture shock. Economic Class immigrants indicated that, “culture is a very big concern” (Economic Class Focus Group 7, 185-186) for them because “food is a huge part of [their] culture” (Economic Class Focus Group 7, 954), and how they socialize.

The Refugee focus group indicated that the way children are brought up in Canada is different from what they are accustomed to. They expressed concern with the fact that they wish to raise their children the way they did back home. One Refugee comments that:

“We use to smack our children, and I can’t do this. When we came here they gave us orientation don’t touch child, don’t smack child...I don’t want anybody to twist my hand and take my daughter away... I like the Canadian government to let us live our African way, to [raise] our children as African” (Refugee Focus Group 1, 322-329).

Another immigrant commented on the fact that many of the participants were living in another country, different from their country of origin, before immigrating to Brandon. However, the cultures were somewhat similar and so it was not much of an adjustment. One immigrant commented that the difference between Africa and Canada is very different, and is difficult to get accustomed to.

“in Africa we didn’t [live] in our original country, but it [was] almost the same, the life [style was] almost the same...Not a huge difference like Canada and Africa, so we are concerned about a lot of things about our children how are they going to live, about our religion, about our life...we don’t know what to do, we

don't know where to go, we don't know the system...it is very different [from] Africa” (Refugee Focus Group 1, 148-156).

5.3.2.4 Education for Children

The Economic Class focus group commented that they were concerned with the education of their children. The change in the education curriculum from their home country to Canada is very different. They hoped that their children would benefit from the new education system.

5.3.2.5 Employment

Employment services were a concern for most of the immigrants in all three focus groups. However, different issues arose for different immigrant categories. The Economic Class immigrants indicated that employment issues were related to their English skills. For some of the Economic Class immigrants finding adequate employment was difficult.

“The company pays him less than average because they think his English is not good enough. But [the immigrants] don't think it's the reason, because he is the engineer. [His place of employment] is not like a service job where you have to speak English...and in fact he decided [his pay was] too low and [said to his boss] I'm going to move on, and then they increased his salary [because they needed him]” (Economic Class Focus Group 3, 136-140).

According to one Refugee immigrant it is difficult to find employment because one of the businesses in Brandon that hire a number of immigrants has been more particular with the group of immigrants they hire. Many of the immigrants moved to

Brandon to work and were not successful. As a result many of the immigrants have moved west to find employment opportunities.

“in Brandon we [do not have much] opportunity for jobs. For example Maple Leaf [is] hiring people, [and] at least seventy percent [are coming] from Mexico and El Salvador...my friend came last month [from Africa] she applied with them but they didn’t call her because they keep bringing people from other countries...our friends moved from Brandon because they didn’t get a job” (Refugee Focus Group 1, 535-541).

5.3.2.6 General: New life in a new place

Some of the immigrants indicated in general a move from one country to another can be stressful, adjusting to a new life, learning a new language, finding employment, and many other changes. There were a number of concerns when they first arrived,

“This is common for every new comer...we don’t know where we are going to work, we don’t know how we are going to live, we don’t know which kind of house we have to live in, and even traditions [are different], so we have to worry [about] everything, this is very difficult for us.” (Refugee Focus Group 1, 140-144).

5.3.2.7 How to use Services

Both Refugee and Economic Class immigrants identified that the services and systems in Canada are significantly different from what they are accustomed to. One of the immigrants commented:

“[Going] shopping was my problem, I [didn’t] know how to use a debit card, we [are] used to pay[ing] by cash in our country. So even to withdraw money from the bank was a big problem” (Refugee Focus Group 1, 159-165).

Expanding further on this issue one of the Economic Class immigrants commented that they had concern when they first arrived with the transportation services and how it was

different from the way the services are run back home such as, “you wait for the bus you know you have to get up right away before the stop [or the bus will take off] the buses don’t stop and wait for you” (Economic Class Focus Group 7, 137-140).

5.3.2.8 Religion

The Refugee focus group was the only group to comment on religion as being a concern. The reason why religion is a concern for some of the Refugees is because of their prior experiences, living in an Islamic country, for the Refugees that are Christians it was difficult to practice their religion. And in Brandon it is a concern because many of them have to work on Sunday. However this is a big concern for the Refugees because they do not want to work on Sunday, a day for family and religion. One of the immigrants commented that:

“we came from a country [where] it was really hard to be a Christian in a Muslim country but we [were] still continuing our religion. But in here they [don’t] give us time to go to the church [we have to work]. We need Sunday to stay with the family to go to the church” (Refugee Focus Group 1, 266-272)

5.3.2.9 Weather

The other concern that was addressed by many immigrants was the change in weather; it was difficult for many of the immigrants to adjust to the new climate, to the new weather. All immigrants that participated in the focus groups had come from a climate with much warmer weather. It was an adjustment for some of the immigrants to last through their first winter. Two comments made by both Refugee and Economic Class immigrants were:

“my biggest concern was the weather because I [come] from different [climate], warmer weather...I was really stressed [out] because of the weather” (Refugee Focus Group 5, 47-55).

5.3.3 What organization(s) helped you when you first arrived?

Immigrants were asked to identify what organization(s) helped them when they first arrived to Brandon to identify what organization or groups of individuals are the first to assist newly arrived immigrants to the community (Table 5.3). The Family Class, Economic Class and Refugees all indicated that the people who helped them the most were other immigrants that had lived in Brandon for a few years. One of the immigrants commented that, “basically newcomers come to Brandon and existing immigrants help them out [with their] social insurance number, the bank, drivers license, buying houses, and helping them with their children’s school” (Economic Class Focus Group 3, 295-302).

Table 5.4: Service organizations and individuals that helped immigrants when they first arrived (n=37)

Immigrant Group	People/Organizations that helped
Economic Class	<ul style="list-style-type: none"> • Church • Other Immigrants • WESLS
Family Class	<ul style="list-style-type: none"> • Family • Internet • Other immigrants • WESLS
Refugee	<ul style="list-style-type: none"> • Canadian Friends/Volunteers • Sponsor • Used Furniture Store • Vineyard Church • WESLS

(Author's survey, 2006)

The Family Class immigrants gained support and guidance from their family and friends. According to one of the Family Class immigrants, “most of the people here have relatives, and friends [that helped out].” (Family Class Focus Group 2, 295-296). The Refugees indicated that their sponsors provided the most help when they first arrived. Anytime they had any questions they would go to their sponsor for help. According to one of the Refugees their sponsor was:

“the first person to help me...and still now if there is something I don't understand I know I go to him and he tells me the way...I am really appreciative of that” (Refugee Focus Group 5, 200-203).

The Economic Class focus group indicated that some of the churches around Brandon had helped them out when they first arrived in Brandon. One immigrant commented that the church, “helped with [supplying] furniture, chairs, [and] tables” (Economic Class Focus Group 7, 274-275). Refugees also mentioned that churches helped them out when they first arrived. According to one of the immigrants, “when our

community was looking for a church the Vineyard church welcomed us and gave us a place to worship [in Amharic]” (Refugee Focus Group 1, 625-626).

The only organization in Brandon that assisted all of the immigrants out when they first arrived was WESLS. They helped provide English services as well as settlement services for immigrants. According to one of the Economic Class immigrants, “WESLS just [told] them to go to this place and do this do that... it is hard for them to go to places if they don’t know what is going on” (Economic Class Focus Group 3, 306-309). Expanding further on this, another immigrant comments, “for me through Westman ESL I met [my] volunteer Canadian friend and she helped me...if I have [a] problem or misunderstanding I go to her” (Refugee Focus Group 5, 247-259).

5.3.4 What other service have you used?

The immigrant focus groups were asked to list all the different services they had used in Brandon since they arrived (Table 5.4). This was done to understand what services are necessary to them and to identify what services they were aware of and used. However, all immigrant classes had difficulty listing services they used in their daily lives. Examples could have included education, health, and the different English services that are available to them.

One of the problems that arose was that many of the immigrants and translators did not understand what was meant by services. Many of the immigrants identified the services they presently used, but had difficulty listing other services. Due to the fact that

this question was difficult to understand, the immigrants only listed the services and did not expand upon them.

Table 5.5: List of services immigrants identified using in Brandon (n=37)

Immigrant Group	Service Organizations
Economic Class	<ul style="list-style-type: none"> • ESL • ESL at UFCW • Hospital • Maple Leaf • UFCW
Family Class	<ul style="list-style-type: none"> • Health Services
Refugee	<ul style="list-style-type: none"> • Brandon Literacy Council: Advanced English • Transportation • WESLS

(Author's survey, 2006)

5.3.5 What was your experience like using these services?

The purpose of asking immigrants what their experiences were when using the services in Brandon, was to identify what services were working well and what services needed improvement, according to the immigrants. Although most of the immigrants had difficulty listing other services they used, they did provide input on their experiences in using the services available to them.

Table 5.6: Experience of immigrants using services (n=37)

Immigrant Group	Service Organizations
Economic Class	Not Working Well: <ul style="list-style-type: none"> • Employment • Need for more services • School Events • Transportation Working Well: <ul style="list-style-type: none"> • English • Extra-curricular activities
Family Class	Not Working Well: <ul style="list-style-type: none"> • English • Translators/Interpreters for doctors
Refugee	Not Working Well: <ul style="list-style-type: none"> • Daycare • Education • English • Transportation Working Well: <ul style="list-style-type: none"> • City Size • Women’s Centre

(Author’s survey, 2006)

5.3.5.1 Daycare

Some of the immigrants indicated that Daycare services were a concern for them. Some of the issues that came up with the immigrants included, it is difficult to find daycare in Brandon for children and many people have had difficulty finding daycare for their kids. One of the comments made by a Refugee was related to back home they do not put their children in daycare and that the mother stays home with the children. However, they felt that they could not afford to provide for their children if the mother stayed at home. Following up on that comment, another immigrant stated that it is very expensive to have daycare for their children.

“...for example if they work housekeeping they have to take [their children] to daycare while they are working...but the daycare says they want them full-time, 8 hour days. If I am working [housekeeping] only 2 hours they should accept my child for 2 hours only but they don’t want that [so it is difficult to afford daycare]” (Refugee Focus Group 1, 771-776).

5.3.5.2 Education

An issue brought up by the Refugee focus group were the education services available for adult learning. When immigrants first arrived their perceptions were they could work part-time and go to school part-time. However they soon found out that is very difficult to do in Canada as a new immigrant.

“you know as a Refugee we have been in a Refugee camp...we didn’t get a chance to learn more ...so we need to have opportunities to educate ourselves [now]” (Refugee Focus Group 1, 916-920).

Following that comment another Refugee stated that:

“When we first [came here] we [thought] we will work sometimes and then we will study and educate ourselves to improve our English so we can have a nice life” (Refugee Focus Group 1, 214-218)

5.3.5.3 English Services Not Working Well

While some of the immigrants indicated that English Classes are working well for them, other immigrants indicated that there were some issues with the services available. One of the issues identified by one of the immigrants was, “[I] really hope there will be some more improvement in terms of the number of working staff” (Family Class Focus Group 2, 497-498). Some immigrants feel that there are not enough service providers available at various organizations, so some immigrants are not getting the level of service

they require. Expanding further on this issue, another immigrant made the comment that the places where the services are provided are too small and people cannot interact effectively. One of the immigrants from the Refugee focus group commented that,

“the [literacy] school needs somebody to support it...so they can provide more services here...the problem is the room [size], there is not enough room, [or] enough space”(Refugee Focus Group 5, 364-389).

Another issue with the English services is related to the fact that some immigrants think that there is a:

“lack of opportunity to learn English... people are coming from different place[s] with different kind[s] of skill[s] [and] some students [do] not feel comfortable to go [for services]” (Refugee Focus Group 5, 416-418).

5.3.5.4 Need for more services

Another issue that immigrants have with the current services is the quality and quantity of services available. The Economic Class focus group commented that a few years ago there were enough service providers for the amount of immigrants in the community. However, with the recent influx of different immigrant groups there is a growing need for services and service providers:

5.3.5.5 Translators and Interpreters

One of the issues that immigrants faced is related to translation and interpretation services. In particular, for health services, one of the Family Class focus groups commented that because their English is poor they require translation and interpretation

services when seeing the doctor. Immigrants identified that it is significantly more important for the health services to have translation and interpretation services:

“because of their language problems if they have a cold...they would rather stay at home and take some medicine because if they can not express themselves very clearly it is quiet possible that some misunderstanding will be created between doctors and immigrants, its dangerous so they really hope they have very good health” (Family Class Focus Group 2, 440-444)

5.3.5.6 School Events

Another issue raised by the Economic Focus Group related to their awareness of different school events. The problem for some immigrant families with children is that they are unfamiliar with the different school events because it is not something that was common for them back home. Although they appreciate the different events,

“[they] are not [aware] of all the cultural [occasions] and no one ever told them about this...they need to communicate with the teachers more... she wants to participate, and wishes [people] would explain things[in more detail]” (Economic Class Focus Group 3, 714-732).

5.3.5.7 Transportation

Transportation was identified as a service in Brandon that is not working well for immigrants. Different groups identified different issues with the transportation system. The Economic Class commented that when they want to use the bus to go to work or to get to an appointment they must wait half an hour before the next bus will come to pick them up. One of the immigrants commented that it would be easier if they would run the buses more frequently. Expanding on this issue of transportation, an immigrant from the Refugee focus group commented that they need the buses to run everyday. Especially

when they want to go to church and the bus system does not run on Sunday. One immigrant commented that:

“yeah we have a big problem [with] transportation...Sunday when we go to church we want to go and visit family we have to use taxi cabs and its very expensive...Sunday is a problem” (Refugee Focus Group 1, 703-709)

5.3.5.8 City Size

One of the immigrants from the Refugee Focus Group commented that they liked the size of Brandon because it is small enough to understand where most things are. It also provides opportunity for immigrants to get to know the different services that are available, whereas in a larger city centre it is difficult to familiarize yourself with all the different services available. They also commented that Brandon was a small and safe community to raise your children.

5.3.5.9 English Services Working Well

Among the services working well for some of the immigrants are the different English services available. The English classes are working well because the teachers are very supportive of the immigrants, and try their best to help them out.

“they love it [here]...the teachers are very friendly and they love studying [ESL]...they think [the ESL service] is improving over time...they have cooking class, [and] medical health care class” (Economic Class Focus Group 3,674-701).

5.3.5.10 Extra Curricular Activities

One of the participants in the Economic Focus group commented that they were happy with the extra curricular activities available to their children. This was something

that they did not have in their home country and the parents felt it was a good experience for their children. Because back in their home country children had to go to school for hours, and then stay up late at night to finish their homework. One of the immigrants commented:

“[the] extra-curricular activities [are]...so well organized...she is very impressed with it...different seasons you have volleyball season and then hockey season and golf...she thinks it’s really great because back home its not like this. [Here they get to enjoy being kids] ” (Economic Class Focus Group 3, 738-741).

5.3.5.11 Women’s Centre

One of the women from the Refugee focus group commented that they enjoyed going to the Women’s Centre for services because it was a great way to meet new women from different cultures and to practice their English. The women get together once a week and do different activities with one another. Sometimes they provide cooking classes, choosing one country to learn a dish from. One of the immigrant women commented, “I go sometimes to the women’s centre...just meeting as immigrant women...they are helpful with speaking English...and learn about [different] cultures” (Refugee Focus Group 5, 471-479).

5.3.6 Do you plan to stay in Brandon?

As a point of interest, immigrants were asked if they planned to stay and live in Brandon. The purpose of this question was to identify the future settlement needs of immigrants. If there are issues keeping immigrants from staying it would be classified as a settlement issue. The majority of immigrants identified that employment was an

important deciding factor to stay in Brandon, or not. One of the reasons immigrants would move from Brandon was employment.

Many of the immigrants did not identify whether they planned to stay and live in Brandon. The ones that indicated they would stay did so for a number of reasons: it is a safe place to raise children, more business opportunities in a small place, and there is less crime. One of the comments made by an immigrant that came to Brandon to set up a business was:

“basically in Manitoba there are only two cities, Winnipeg and Brandon. These people chose Brandon because there is more business opportunity, [and] less competition” (Economic Focus Group 3, 376-379).

Other immigrants commented that they probably would not stay in Brandon for different reasons: Brandon is too small, and it does not have much employment available, lack of affordable housing, and it is boring. One of the comments made by a Family Class immigrant was that:

“...the reason [why] a lot new immigrants [leave] after staying here for sometime [and] move to big cities where more immigrants are [is because it] would be easier for them to communicate” (Family Class Focus Group 2, 464-466)

Following on that comment, another immigrant stated that:

“I think Brandon [is] small they don’t have a lot of place to work, to look for [a] job...so I’ll move when I have a chance to [because] if you don’t speak English you only have [opportunity] to work at Maple Leaf...if you move you can work at different places and get a different job...they need more companies here” (Economic Class Focus Group 7, 876-881).

The majority of the immigrants that participated in both focus group and interview were very thankful and happy to be in Brandon. They identified that one of the difficulties they encounter is the difference in culture whether it has to do with family, language, food, or the way people socialize, it is something that takes time to get use to.

One of the concerns identified by most of the immigrants was lack of employment. For some immigrants it was a concern around finding full-time employment at organizations other than Maple Leaf. They identified that there are no other employment organizations in Brandon that could hire people full-time with little or no English. A suggestion made by one of the immigrants was to have English services at the place of employment so that immigrants have both opportunities to learn the language and to be employed. Otherwise Brandon's population will begin to move to other larger cities that provide different employment opportunities.

CHAPTER 6: DISCUSSION OF RESULTS

6.1 Conclusions Drawn from the Research

The following sections attempt to draw together findings from the previous two chapters, i.e. information provided by the service provider community and the immigrant community to answer the research objectives. The objectives of this research were to: 1) identify strengths and weaknesses in current service provision from the perspective of the service providers and immigrants (similarities and differences); 2) identify the current service needs of different classes of immigrants, including Family Class, Economic Class, and Refugees; and 3) determine what factors are important to retain immigrants in Brandon.

The first objective of this study was, “to identify strengths and weaknesses in current service provision from the perspective of service providers and immigrants.” Based on the data analysis, it can be stated that there are gaps between immigrants and service providers in the perception of how services are provided. For instance when service providers were asked to identify strengths in current service provision, they came up with nine answers: Churches, Westman ESL Settlement Services (WESLS), English as a Second Language (ESL) services, Transportation, Culture and Diversity, 7th Street Health Access Centre, Service Provider Community, Maple Leaf, and the Brandon Regional Health Authority (BRHA). When immigrants were asked the same question

they came up with a total of four answers: English services, extra-curricular activities, size of Brandon, and the Women's Centre. Clearly the perceptions of the services that are working well in Brandon differ between the two groups.

The only similarity found with both service providers and immigrants was that they found some English services working well in Brandon. From the perspective of some of the service providers, the English services being provided had different levels of ESL, and that was something that was working well. The perspective of immigrants on English services was that the teachers and volunteers that help are very friendly and helpful.

However, the most common answer given by service providers and immigrants alike regarding challenges in service provision was that immigrants need to improve their English in order to find an adequate job. One of the barriers for immigrants is that while they are learning English they have to work at a job they find inadequate, with hours that do not coincide with the English language services. Some immigrants end up working for some years without ever improving their English language skills. Not only does that make it difficult for them to apply for other employment opportunities, but it makes it difficult for the newcomers to get around and use other services available in Brandon. Therefore, employment and English services are the two biggest barriers for immigrants. Among the suggestions made by the immigrants was to provide English language services at places of employment, this would help immigrants to bridge the two biggest barriers

English services and employment were two important factors for immigrants. Although some immigrants and service providers commented on the fact that some

English services are working well, not enough is being done to provide more classes with different ESL levels, and at different times. Almost half of the service providers interviewed had some sort of ESL services being provided, however, there are still not enough English services being provided to immigrants. One of the solutions is for the service providers to coordinate their services together to provide services to immigrants. For example, one service organization may choose to be open Monday to Friday 9:00am to 5:00pm, while another service organization will open from 6:00pm to 10:00pm, so that immigrants working odd hours may access the English services.

When service providers and immigrants were asked what services were not working well, there were more similarities in their answers. Both service providers and immigrants identified that: educational services, English services, employment services, and transportation services were not working well. In regards to transportation services, they are not working well for people in the community that use the bus system. Although some service providers commented that transportation services are working well they were only referring to one organization that provides transportation services for their clients to and from their homes. The transportation system is especially an issue for people needing to get around Brandon on Sundays for church, work, or running errands. The city needs to rethink the bus system in Brandon, and help it become more accessible for individuals who depend on it.

There were differences in the answers given. Service providers indicated that the immigration system, the service provider community, WESLS, and Brandon RHA are services that are not working well, while the city of Brandon does not provide any

services for immigrants at all. Newcomers indicated that translators and/or interpreters, school events, and daycare were services in the community not working well.

I think both the Brandon RHA and WESLS are providing the best services they can. Part of the problem is that the sudden influx of immigrants to Brandon is new, and service providers are learning as they go. The other challenge that services such as WESLS has is that funding is determined by the number of immigrants that come and access services from them, and there are some immigrants in Brandon that have not gone to WESLS for services. Whether the issue is that immigrants are unaware or do not require the services, the only way WESLS can continue providing services to immigrants is for immigrants to go to them. It is a shame if immigrants in Brandon require settlement needs or English services and are unaware of service organizations like WESLS, this is a problem that needs to be resolved, and I think it is the responsibility of immigrant agencies, like Manitoba Labour and Immigration or Citizenship and Immigration Canada.

One of the challenges or gaps in service provision identified by immigrants was daycare. Surprisingly, none of the service providers had identified that as an issue. The issue immigrants face with daycare, or lack thereof, is that it is expensive, and it also makes it difficult for parents, and women especially, to attend to English language training services. This puts women at a disadvantage. The issue of daycare services for immigrants is also an issue in the Brandon community. The difficulty for immigrants is when they want to access services and are not able to because service organizations do not provide daycare services for immigrants. One of the factors that Manitoba Labour and Immigration needs to consider when providing funding for service agencies is that some money should be allocated for daycare services at the service organization.

The last significant finding identified for the first objective is that service providers indicated that one of the challenges or gaps in service provision is related to the service provider community. The issue of service providers not working together to provide services to immigrants came up many times. The issue identified by service providers related to this problem was that there is competition between service providers related to funding. With Brandon being a small city, it is imperative that service providers come together and cooperate with one another to help provide appropriate services. The service provider community not working together may be the underlying reason why most service providers and immigrants identified gaps in the services.

The second research objective was, “to identify the current service needs of different classes of immigrants, including Family Class, Economic Class, and Refugees.” All three immigrant groups indicated that language was a big concern for them when they first arrived in Brandon, and they were concerned about being able to communicate with the rest of the community. Service providers indicated that the service needs of Refugees are different because of their experiences prior to immigrating to Canada. Issues such as interrupted schooling, illiteracy in their own country, and the reason for leaving their country are different from the other classes of immigrants, and help to make Refugees more dependent on services.

The most significant finding in comparing the different needs of different immigrant groups was that the Refugee group identified more needs than the Economic or Family Class immigrants. Service providers also indicated that the Refugee group had the most needs, compared to the Economic or Family Class. The Family Class indicated

that they do not have many needs because they have their family and friends to support them.

This does not mean that the Family and Economic Class immigrants do not have service needs as well. Economic Class immigrants indicated that they would like to be more involved with their children's school activities, however, perhaps because of cultural differences, they are unaware of the activities going on at school and are not sure how to get involved. Other needs that the Economic Class immigrants have are the need for language training services and employment services, to assist them to be successful in Brandon.

The significant service need that the Family Class immigrants identified was credential recognition. It has been difficult for the immigrants to find employment related to their field of expertise. The literature indicates that one approach is to help immigrants start the process of credential recognition through mentoring classes (Parliament Canada, 2003b).

The final objective of this research was to “determine what factors are important to retain immigrants in Brandon.” One of the ways to determine this is to ask immigrants whether or not they intended to stay in Brandon in the future. The biggest and probably most important factor identified by immigrants was employment. Provide adequate employment for immigrants and the majority of them would stay. The problem is that many of the immigrants indicated that Brandon does not have the best employment opportunities. Either you work full-time at a place where many injuries occur, and frequently, where English services are not readily available, and where you are unsatisfied; or you can only work part-time getting paid minimum wage, and you may

have to work on Sunday even if it is a day where people who are religious prefer to be with their family. There are not a lot of employment options for immigrants to stay and settle in Brandon.

However, more positively, other immigrants identified Brandon as a “safe place”, with “less crime”, and “a good place to raise children.” For many of the Economic Class immigrants Brandon was identified as a place with good business opportunities compared to Winnipeg, partly because there is less competition in Brandon.

6.2 Limitations to the Study

One of the limitations to this study was that it researched Brandon immigrants and Brandon service providers, and does not give a good indication of the settlement services, service needs, and service provision of larger centres like Winnipeg. However this study does provide useful information regarding immigrant service provision and settlement needs of immigrants in smaller cities.

Twenty-seven service providers were informed of the research and twenty service providers responded. Because of the directions given by the Brandon University Research Ethics Committee (BUREC) service providers were not to be contacted by the researcher, as a result seven service providers did not participate in the research. The limitation to the study was that some of the potential participants were employment organizations, and because no employment organizations were interviewed some of the results from the service providers may be skewed.

There were limitations in the sample size of the immigrant participants in the focus groups and interviews. More than half of the immigrant participants had been

individuals that came to Canada as Refugees. Although this may indicate that Refugees require more service provision, it excludes the needs of Economic and Family Class immigrants. The aim of the study was to examine the settlement needs, service needs, and service provision of all three immigrant groups, as a result some of the data analysis may be skewed in regards to Economic and Family Class immigrants. Similarly, this research was unable to capture participants from all immigrant nationalities.

Another limitation to the study was that language was a barrier during focus group and face-to-face interviews with immigrants, and some of the information got lost either in translation or interpretation. For example, answers between service providers and immigrants might have been different because the immigrant's or the translator's understanding of what is meant by services may have been limited.

6.3 Conclusion and Future Research

This study undertook an exploratory approach to provide a better understanding of the settlement and service needs of Brandon immigrants. Although the study focused on the Brandon perspective, the results do provide useful information regarding immigrant service provision and the settlement needs of immigrants potentially applicable to smaller cities across Canada, such as Medicine Hat, Moose Jaw, and Lethbridge.

Clearly there are gaps in settlement needs, service needs, and service provision for immigrants in Brandon. It is important for service providers to coordinate their services in order to provide more adequate services to immigrants. Interviews and focus groups with service providers and immigrants provided great insight into what the strengths and

barriers are in service provision. One of the great strengths identified by service providers and immigrants was that service providers were doing the best they could in terms of services, however funding is an issue that was identified in the interviews, and without more funding service organizations will continue to provide inadequate services to immigrants. It is important that immigrants are guided throughout the immigration process. One suggestion would be for immigration agencies to provide a contact person or contact organization to guide immigrants moving to Brandon, from the time they receive the news they can immigrate from their home country, to the time they move to Brandon, so that the person or organization can make the immigrants aware of the services available to them in Brandon, or other places in Canada.

Future research should attempt to conduct similar studies that would take place over a 5 year period. With information gathered over a period of time, one could observe changes in the service needs of immigrants. A longitudinal study would also provide opportunity to observe changes in service organizations designed to improve service provision for immigrants, or observe whether immigration services are a priority for service organizations to improve. Finally, a longitudinal study could assess the level of immigration retention in the community.

Future research should also consider looking at immigrants living in other rural and small urban communities such as Winkler and Steinbach, and the differences in settlement trends, service needs, and service provision among the communities. Do the immigrants from the surrounding rural areas come to Brandon, or other urban places for immigrant services, or can they access similar services within their communities?

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APPENDICES

Appendix A: Letter to Service Providers

Appendix B: Service Provider Consent Letter

Appendix C: Immigrant Focus Group Consent Form

Appendix D: Translator/Interpreter Oath of Confidentiality

Appendix E: Service Provider and Immigrant Questions

Appendix F: Immigrant Interview Consent Form

Appendix G: Ethics Certificate

Appendix A: Letter to Service Providers

Anisa Zehtab-Martin
Brandon University
270-18th Street
McMaster Hall, Lower Level
Brandon, MB, Canada R7A 6A9

Date

Agency

Dear _____,

You are being asked to participate voluntarily in a research project entitled *Immigration Analysis: Service Needs of Rural Immigrants* that is being organized by Anisa Zehtab-Martin, a student in the Masters of Rural Development program (MRD) at Brandon University.

The aims of the study are to:

- Examine the service needs and accessibility to public services of current immigrant residents.
- Identify strengths and gaps in the current service provision to the immigrant population from the perspectives of service providers and immigrants.

If you agree to participate, you will be asked to request service providers from your agency to participate in focus groups and or interviews. The groups or individuals will be asked a number of questions for the purpose of gathering their opinions regarding their experiences in providing public services to recent immigrants in Brandon. I anticipate that the interviews will take no more than one and a half hours. Please be advised that the service providers are not required to participate and that they should voluntarily agree to participate. Participants in the study do not have to answer any questions they are not comfortable with, and they may change their answers or withdraw from the study at anytime. What is discussed at the focus groups or interviews will be kept anonymous and only I will be aware of their identity. Pseudonyms may be used in describing the stories, with exact details of the stories being altered to ensure anonymity.

The potential benefits of participating in this study may be improved service provision for future immigrants in Brandon. A written final report will be available to the service providers, to share and use in their planning of programs.

Your agency will not be informed as to which service providers decided to participate in the project. All service providers that are interested in participating my contact me at the phone number or email address below.

This project was approved by the Research Ethics Committee, Brandon University. If you have any questions or concern about the project itself or the methods used, please contact my thesis advisor Dr Ken Beesley at 571-8517 or Anisa Zehtab-Martin at the phone number or email address below.

Sincerely,

Anisa Zehtab-Martin
Brandon University
(204) 571-8553 zehtaba@brandonu.ca

Appendix B: Service Provider Consent Letter

Brandon Immigrant Service Providers Interview Consent Form

You are being asked to participate voluntarily in a research project entitled *Immigration Analysis: Service Needs of Rural Immigrants* that is being organized by Anisa Zehtab-Martin, a student in the Masters of Rural Development program (MRD) at Brandon University.

The aims of the study are:

- Examine the service needs and accessibility to public services of current immigrant residents
- Identify strengths and gaps in the current service provision to the immigrant population from the perspectives of service providers and immigrants.

If you agree to participate, you will be asked to participate in an interview where you will be asked a number of questions for the purpose of gathering your opinion regarding your experiences in providing public services to recent immigrants in Brandon. I anticipate that the interview will take no more than one and a half hours. Please be advised that you do not have to answer any questions you are not comfortable with and that you may change your answers or withdraw from the study at any time. What we discuss here today will be kept anonymous and only I will be aware of your identity. The agency you are apart of will not be informed if you participate or complete this focus group.

Pseudonyms may be used in describing stories, with exact details of the stories being altered to ensure anonymity.

The potential benefits of participating in this study may be improved service provision for future immigrants in Brandon. A written final report will be available to the service providers, to share and use in their planning of programs.

This project was approved by the Research Ethics Committee, Brandon University. If you have any questions or concern about the project itself or the methods used, please contact my thesis advisor Dr. Ken Beesley at 571-8517 or Anisa Zehtab-Martin at the phone number or email address below.

Sincerely,

Anisa Zehtab-Martin
Brandon University
(204) 571-8553 zehtaba@brandonu.ca

I have read or had read to me, and understood the contents of this consent form. I agree to participate in this interview and the study: _____Yes _____No

I have agreed to have the interview audio taped: _____Yes _____No

Participants Name (Printed) _____

Participants Signature _____

Date _____

Appendix C: Immigrant Focus Group Consent Form (English)

Brandon Immigrant Service Users Focus Group Consent Form

You are being asked to participate voluntarily in a research project entitled *Immigration Analysis: Service Needs of Rural Immigrants* that is being organized by Anisa Zehtab-Martin a student in the Masters of Rural Development program (MRD) at Brandon University.

The aims of the study are:

- Examine the service needs and accessibility to public services of current immigrant residents
- Identify strengths and gaps in the current service provision to the immigrant population from the perspectives of service providers and immigrants.

If you agree to participate, you will be asked to participate in focus groups where the group will be asked a number of questions for the purpose of gathering their opinions regarding their experiences in accessing recent public services in Brandon. I anticipate that the interview will take no more than one and a half hours. Please be advised that you do not have to answer any questions you are not comfortable with and that you may change your answers or withdraw from the study at any time. What we discuss here today will be kept anonymous and only I will be aware of your identity.

Please do not discuss the details of the discussion or the responses of any of the individual participants after you leave here today. Pseudonyms may be used in describing the stories, with exact details of the stories being altered to ensure anonymity.

The potential benefits of participating in this study may be improved service provision for future immigrants in Brandon. A written final report will be available to the service providers, to share and use in their planning of programs.

This project was approved by the Research Ethics Committee, Brandon University. If you have any questions or concern about the project itself or the methods used, please contact my advisor Dr. Ken Beesley at 571-8517 or Anisa Zehtab-Martin at the phone number or email address below.

Sincerely,

Anisa Zehtab-Martin
Brandon University
(204) 571-8553 zehtaba@brandonu.ca

I have read or had read to me, and understood the contents of this consent form. I agree to participate in this discussion group and the study: _____ Yes _____ No

I have agreed to have the interview audio taped: _____ Yes _____ No

Participants Name (Printed) _____

Participants Signature _____

Date _____

Contact information for Brandon Immigrant Service Users Interview

Would you be willing to participate in an interview project involving immigrants that fall under the Family Class, independent class, refugee and or permit worker/student class. By filling the information below, you are providing information, and will be contacted to participate in an interview regarding public services in Brandon.

Name: _____

Phone number: _____

Address: _____

Immigrant status: _____

(Example: Economic Class, Family Class, Refugee)

ዕለታዊ ስራዎች፡ ቀንታ፡ ሀገር፡ ተሰጥቶ፡ ለሚያቀርቡ
ፎርምዎች፡ ማርሃግብሮች፡ ሲያቆሙ፡ የጠቀሙት
ዘንድ፡ የሠላም ጥያቄ፡፡

የህግ፡ ፕሮጀክት ስራዎች፡ ቀንታ፡ ሀገር፡ ለሚያቀርቡ
ፎርምዎች፡ ማርሃግብሮች፡ ሲያቆሙ፡ የጠቀሙት
ዕለታዊ ስራዎች፡ ማርሃግብሮች፡ ሲያቆሙ፡ የጠቀሙት

ዕለታዊ ስራዎች፡ ማርሃግብሮች፡ ሲያቆሙ፡ የጠቀሙት
ዕለታዊ ስራዎች፡ ማርሃግብሮች፡ ሲያቆሙ፡ የጠቀሙት
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ዕለታዊ ስራዎች፡ ማርሃግብሮች፡ ሲያቆሙ፡ የጠቀሙት

ዕለታዊ ስራዎች፡ ማርሃግብሮች፡ ሲያቆሙ፡ የጠቀሙት
ዕለታዊ ስራዎች፡ ማርሃግብሮች፡ ሲያቆሙ፡ የጠቀሙት
(204) 571-8553
zehtaba@brandonu.ca

በዙህ: ቀረጽ ገገ: ቅጽ: ወለህ: ታላቅ: ሀሳብ
ከገብ: ወይም: ተሳታፊ: ተረፎቻቸው: ስለሆነ
ለወይም: ለህገ: ለመሳተፍ ስለሚሳተፉ:

ከፍ _____ ከላ _____

ታላቅ መደብ: ለደም: ስንደቀረ: ተሳታፊታቸው:

ከፍ _____ ከላ _____

ታላቅ መደብ: ለደም _____

ታላቅ መደብ: ለደም _____

ቀን _____

በዙህ: ቀረጽ ገገ: መጠን/ሰዓት ተሰጥቶ:
ተሳታፊ: ታላቅ-መደብ: ከላ:

በዙህ: ቀረጽ ገገ: መጠን/ሰዓት ተሰጥቶ: ወይም
ተሳታፊ: ወይም: ለደም: ለደም: ለደም: ለደም
ወለህ: ለደም: ለደም: መጠን/ሰዓት ተሰጥቶ:
ለደም: ታላቅ: ለደም: ለደም: ለደም:
ለደም: ወለህ?

ለደም _____

ታላቅ መደብ: ለደም _____

ከላ _____

መጠን/ሰዓት ለደም _____

(ለደም - ታላቅ/ታላቅ-መደብ/ለደም: ለደም).

✓ 2/58 :-

1. ድምጽ _____
2. ግብር _____
3. ያገገ/ያገገገ _____
4. የጠቅላይ ስራ _____
5. ማረጋገጫ: የገቢዎች ግብር _____
6. መጀመሪያ: የተገኘው ሆኖ _____
7. ማረጋገጫ: ገቢዎች ግብር: ስራ ለተገኘው (ገቢ)
ሆኖ/ሆኖ) _____

8. መጀመሪያ: ስራ ለተገኘው: የተገኘው ሆኖ
ሆኖ/ሆኖ) _____

Immigrant Focus Group Consent Form (Korean)

브랜든 이민자 서비스 사용자 포커스 그룹 동의서

안녕하세요.

저는 브랜든 대학원에 다니고 있는 학생 아니사 제탐-마틴 (Anisa Zehtab-Martin) 입니다. 저는 농촌연구개발을 수강하고 있으며 현장실습의 일환으로 '이민분석: 농촌지역 이민자들을 위한 서비스'란 주제로 프로젝트 보고서를 작성하고 있는 중입니다.

저의 프로젝트 보고서 주제는 다음과 같습니다.

- 현재 이민자들의 서비스 필요성과 공공 서비스 이용도를 조사하고자 합니다.
- 이민자들뿐만 아니라 서비스 제공자의 시점에서 현재 이민자들을 위한 서비스의 장점과 단점들을 확인하고자 합니다.

인터뷰에 응해 주실 마음이 있으시다면, 저희 포커스 그룹에 참여하시게 됩니다. 이 포커스 그룹을 통해서 이민자 여러분은 브랜든의 공공 서비스에 관해 토의할 수 있는 기회가 주어집니다. 인터뷰는 적어도 한시간 삼십분정도 걸릴것으로 예상됩니다. 원하신다면 모든 질문에 대답하지 않으셔도 됩니다. 인터뷰해주신 모든 내용은 본 연구를 위한 학문적 목적 이외에는 절대로 사용되지 않을것임을 약속드립니다. 인터뷰 해주신 분의 모든 개인정보와 답변내용은 익명으로 처리될것이며, 인터뷰 후에도 원하신다면 그 내용을 수정 또는 삭제할 수 있습니다.

상세한 토의 정보 내용 또는개인응답들을 이 시간 이후에 논하지 말것을 부탁드립니다. 인터뷰 해주신 분의 모든 개인정보와 답변내용은 익명으로 처리될것입니다. 또한 개인 프라이버시와 익명성을 위해 상세한 내용들을 부분적으로 변경될 수도 있습니다.

이 프로젝트를 통해 현지 이민자들, 또한 앞으로 브랜든으로 이민오시는 분들을 위한 공공 서비스가 향상될것으로 예상합니다. 이 연구의 최종 결과는 브랜든시의 서비스 공급자들이 미래의 도시계획을 위해 사용하게 될것입니다.

이 프로젝트는 브랜든 대학교 연구윤리위원회로부터 승인을 받았습니다. 아울러 연구과정에 의문이 생기실 경우, 아래의 연구자, 또는 지도교수인 브랜든 대학원 농촌연구개발학과 켄 비슬리 (Dr. Ken Beesley) 교수와 언제든지 연락하실 수 있습니다. 비슬리 교수님의 전화번호는 571-8517 입니다.

감사합니다.

아니사 제탐-마틴 (Anisa Zehtab-Martin)

브랜든 대학교

전화 번호 (204) 571-8553

이메일 주소 zehtaba@brandonu.ca

이 동의서를 읽었으며 동의서의 내용을 이해합니다. 이 토론에 참여하는것에 동의합니다. _____ 예 _____ 아니오

인터뷰 내용을 녹음하는것에 동의합니다. _____ 예 _____ 아니오

참가자 성명 _____

참가자 사인 _____

날짜 _____

브랜든 이민자 서비스 사용자 인터뷰 연락처 정보

이민자들 예를들어 가족이민, 독립이민, 피난민, 그리고 노동자/학생비자를 포함한 인터뷰 프로젝트에 참여하시겠습니까? 아래의 연락처란을 작성함으로써 참가자들께서는 정보를 제공하시게 되며 저희로부터 브랜든 공공 서비스에 관해 연락을 받으시게 됩니다.

성명: _____

전화 번호: _____

주소: _____

이민 여부: _____

(예를들어 독립이민, 가족이민, 노동비자)

질문서:

1. 연령
2. 성별
3. 결혼 여부
4. 자녀수
5. 캐나다 입국 연도
6. 출생국
7. 캐나다 이전의 주거 국가 (국가들)
8. 처음에 주거한 캐나다 지역

Immigrant Focus Group Consent Form (Mandarin)

布兰登移民享受公共服务情况调查协议书

布兰登大学农村地区发展专业研究生阿妮萨·载特伯·马丁邀请各位参加此研究项目，题为：<<移民问题分析：关于农村地区移民的服务需求>>。

此项研究的目的：

- 1 调查移民的服务需求和享受公共服务的情况。
- 2 分别从提供服务方和移民方分析移民所得到的服务的优点和差距。

如果您同意，我们将邀请您参加座谈，通过回答我们提供的一些问题，了解您在布兰登享受公共服务的便捷情况。座谈时间不超过一个半小时，您不必回答所有问题，如果您不喜欢，您也可以随时改变答案，随时撤出。问卷调查将是匿名的，只有我一人知道您的身份。

问卷调查后，请您不要谈论座谈的细节或被调查人的反应情况。在我的书面描述中，将全部使用假名并改变具体的故事细节以保证您的匿名身份。

参加此项研究将会改善布兰登地区今后对移民的服务提供情况。此项调查的书面报告将呈给服务提供机构，以便他们做出更好的项目规划。

此项调查已得到布兰登大学研究道德委员会的批准。如果您关注项目本身，其运作形式或有疑问时，请联系我的导师 Ken Beesley 博士，571-8517，或 Anisa Zehtab-Martin (电话号码和电子邮件如下)。

此致

敬礼

Anisa Zehtab-Martin
布兰登大学
(204) 571-8553 zehtaba@brandonu.ca

我已阅读并理解此协议书的全部内容,我同意参加座谈和此项调查:

_____ 是 _____ 否

我同意对我的采访进行录音:

_____ 是 _____ 否

参与人姓名(打印) _____

参与人签名 _____

日期 _____

布兰登地区参与对移民享受服务情况调查人员的联系方式

无论您是全家移民, 单身移民, 是难民身份, 还是持有工作签证或是学生签证, 欢迎参加我们的座谈. 通过填写下面的表格, 提供您的相关信息, 我们将与您联系参加关于布兰登公共服务相关事宜的座谈.

姓名: _____

电话号码: _____

地址: _____

移民身份状况: _____

(如: 单身移民, 全家移民, 持工作签证)

问卷调查:

1 年龄: _____

2 性别: _____

3 婚姻状况: _____

4 孩子人数: _____

5 抵加拿大时间: _____

6 原籍国家: _____

7 抵加前曾移民居住的其他国家: _____

8 抵加后的第一个居住地: _____

Immigrant Focus Group Consent Form (Spanish)

Grupos de Imigrantes Usuarios de Servicios en Brandon Forma de Consentimiento

Te estoy solicitando participar voluntariamente en un proyecto llamado: Analisis de Inmigracion: Servicios Necesitados por Inmigrantes rurales, que esta siendo organizado por Anisa Zehtab-Martin, una estudiante de la Maestria del Programa de Desarrollo Rural en la Universidad de Brandon.

Los propósitos del estudio son:

- Examinar los servicios necesitados y la accesibilidad a servicios públicos de actuales inmigrantes residentes.
- Identificar los puntos fuertes y débiles de la actual provisión de servicios a la comunidad de inmigrantes.

Si tu aceptas participar, tu serás solicitado a participar en discusiones en grupos, donde el grupo será preguntado varias preguntas con el propósito de obtener sus opiniones acerca de sus experiencias en la accesibilidad de servicios públicos en Brandon. Las entrevistas no van a durar más de una hora y media. Por favor recuerda que tu no tienes que responder preguntas con las que te sientas incomodo y que puedes cambiar tus respuestas o salirte del grupo cuando tu lo decidas. Lo que discutimos hoy va a ser anonimo y solo yo sabre de tu identidad.

Por favor no compartas los detalles del estudio o las preguntas y respuestas con ningun otro participante cuando tu entrevista termine. Pseudonimos tal vez sean utilizados para describir las historias con los detalles exactos de las historias alterados para asegurar anonimato.

El potencial beneficio de participar en este estudio es el de mejorar la provisión de servicios para futuros inmigrantes en Brandon. Un reporte final escrito va a estar disponible para los proveedores de servicios para compartir y utilizar en su planeación de programas.

Este proyecto fue aprobado por Research Ethics Committee, Brandon University. Si tienes alguna pregunta o comentario acerca de este proyecto o de los metodos utilizados, por favor contacta mi consejero Dr. Ken Beesley al telefono 571-8517 o a Anisa Zehtab-Martin al telefono o correo electronico que aparecen a continuacion.

Sinceramente ,

Anisa Zehtab-Martin
Brandon University
(204) 571-8553 zehtaba@brandonu.ca

Yo he leído o me han leído y he entendido el contenido de esta forma de consentimiento.
Yo estoy de acuerdo en participar en este grupo y en el estudio: _____ Si _____ No
Yo estoy de acuerdo en la grabación de la entrevista: _____ Si _____ No

Nombre del participante

Firma del participante

Fecha:

Información de Contactos de la Entrevista de Inmigrantes Usuarios de Servicios en Brandon.

Estas dispuesto a participar en una entrevista/proyecto que abarca inmigrantes con familias, inmigrantes independientes, refugiados, y/o inmigrantes con permiso para trabajar o estudiar. Al llenar la siguiente información, tu estás dando tu información y serás contactado para participar en una entrevista acerca de los servicios públicos en Brandon.

Nombre:

Teléfono:

Dirección:

Estado/Clase de Inmigración:
(ejemplo: independiente, con familia, permiso de trabajo, etc.)

Appendix D: Oath of Confidentiality for Interpreters and/or Translators

Anisa Zehtab-Martin, a student in the Masters of Rural Development program at Brandon University is organizing a research project entitled: *Immigration Analysis: Service Needs of Rural Immigrants*.

The aims of the study are:

- Examine the service needs and accessibility to public services of current immigrant residents
- Identify strengths and gaps in the current service provision to the immigrant population from the perspectives of service providers and immigrants.

Immigrants are being asked to participate in an interview and/or focus group where they will be asked a number of questions for the purpose of gathering their opinions regarding their experiences in accessing recent public services in Brandon. I anticipate that the interview will take no more than one and a half hours. Please be advised that they do not have to answer any questions they are not comfortable with and that they may change their answers or withdraw from the study at any time. What we discuss here today will be kept anonymous and only I will be aware of their identity.

As an interpreter and/or translator please do not discuss the details of the discussion or the responses of any of the individual participants, after you leave here today. Pseudonyms may be used in describing the stories, with exact details of the stories being altered to ensure anonymity.

The potential benefits of participating in this study may be improved service provision for future immigrants in Brandon. A written final report will be available to the service providers, to share and use in their planning of programs.

This project was approved by the Research Ethics Committee, Brandon University. If you have any questions or concern about the project itself or the methods used, please contact my thesis advisor Dr. Ken Beesley at 571-8517 or Anisa Zehtab-Martin at 571-8553 or email at zehtaba@brandonu.ca.

I, _____ affirm that I will not disclose or make known any matter or thing related to the participants that comes to my knowledge during this research project.

Research Assistance _____ Date _____

Signature of Witness _____ Date _____

Appendix E: Service Provider and Immigrant Questions

Questionnaire:

1. Age: _____
2. Gender: _____
3. Marital Status: _____
4. Number of Children: _____
5. Year of arrival in Canada: _____
6. Original country of departure: _____
7. Additional country (countries) of residence prior to Canada: _____
8. First community of residence in Canada: _____

Service Provider Questions

- 1 What services does your organization provide to immigrants?
- 2 What immigrant groups have approached your organization for services? Are the issues different for different immigrant groups?
- 3 What current challenges are you experiencing in providing services to immigrants?
- 4 What would assist your organization to better provide services to immigrants?
- 5 What issues do immigrants face in Brandon?
- 6 What other services for immigrants are you aware of?
- 7 In your experiences what services are working well in Brandon? What are the challenges and gaps?
- 8 In your opinion what needs to be done to improve services for immigrants?

Immigrant Focus Group Questions

1. How long have you lived in Brandon?
2. What were your concerns when you first came to Brandon?
3. What organization(s) helped you when you first arrived?
4. What other service have you used?
5. What was your experience like using these services?
6. Do you plan to stay in Brandon?

Appendix F: Immigrant Interview Consent Form

Brandon Immigrant Service Users Interview Consent Form

You are being asked to participate voluntarily in a research project entitled *Immigration Analysis: Service Needs of Rural Immigrants* that is being organized by Anisa Zehtab-Martin a student in the Masters of Rural Development program (MRD) at Brandon University.

The aims of the study are:

- Examine the service needs and accessibility to public services of current immigrant residents
- Identify strengths and gaps in the current service provision to the immigrant population from the perspectives of service providers and immigrants.

If you agree to participate, you will be asked to participate in an interview where you will be asked a number of questions for the purpose of gathering your opinions regarding your experiences in accessing recent public services in Brandon. I anticipate that the interview will take no more than one and a half hours. Please be advised that you do not have to answer any questions you are not comfortable with and that you may change your answers or withdraw from the study at any time. What we discuss here today will be kept anonymous and only I will be aware of your identity.

Pseudonyms may be used in describing the stories, with exact details of the stories being altered to ensure anonymity.

The potential benefits of participating in this study may be improved service provision for future immigrants in Brandon. A written final report will be available to the service providers, to share and use in their planning of programs.

This project was approved by the Research Ethics Committee, Brandon University. If you have any questions or concern about the project itself or the methods used, please contact my thesis advisor Dr. Ken Beesley at 571-8517 or Anisa Zehtab-Martin at the phone number or email address below.

Sincerely,

Anisa Zehtab-Martin
Brandon University
(204) 571-8553 zehtaba@brandonu.ca

I have read or had read to me, and understood the contents of this consent form. I agree to participate in this interview and the study: _____Yes _____No

I have agreed to have the interview audio taped: _____Yes _____No

Participants Name (Printed) _____

Participants Signature _____

Date _____

Appendix G: Ethics Certificate

BRANDON UNIVERSITY RESEARCH ETHICS CERTIFICATE

All research projects involving human subjects/participants that are carried out by persons connected with Brandon University must be reviewed and approved by the Brandon University Research Ethics Committee (BUREC) before being undertaken or submitted to an internal or external funding source (BURC, SSHRC, etc.)

Please review the statements below, sign and submit two hard copies of this form to the Research Office along with six copies of your application.
You will receive a signed copy of the certificate once it has been approved by BUREC.

Name of Researcher(s): Anisa Zentab - Martin

Department(s): Rural Development

Title of Project: Immigration Analysis: Service needs of rural immigrants.

I agree to conduct my project in accordance with the principles for research involving human subjects as outlined in the Brandon University Research Ethics Committee Guidelines for Research Involving Humans and the Tri-Council Policy Statement, *Ethical Conduct for Research Involving Humans*.

I further agree to report any changes to the procedure and/or protocol of this research project to BUREC and undergo subsequent review for adherence with ethical guidelines for research with humans as appropriate.

Date

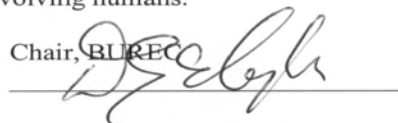

Signature

This is to certify that the Brandon University Research Ethics Committee has examined the above research proposal and has concluded that in all respects the proposed research meets the appropriate standards for research involving humans.

Date

Nov 21, 2005

Chair, BUREC



Ethics cert.2002

Your first annual progress report is due Nov. 2006