

Diversity & Inclusion:

Developing a Community Resource for an Immigrant Friendly Community



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List of Acronyms

DEEP: Diversity and Equity Education Network of Peterborough

NIT: Newcomer Integration Toolkit

PPS: Peterborough Police Service

EPC: Employment Planning and Counselling Peterborough

YMCA: Young Men's Christian Association

PIP: Peterborough Immigration Partnership

PARN: Community AIDS Resource Network

ESL: English as a Second Language

TCRC: Trent Community Research Centre

CRRC: Community and Race Relations Committee of Peterborough

NCC: New Canadians Centre

CREW: Community Resources for Employers and Workers

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Executive Summary

The abundance of challenges currently faced by New Canadians demonstrates the existence of shortcomings in Canada's efforts to ensure a welcoming and inclusive environment for successful integration of refugees and immigrants. The result is decreased attraction and retention of newcomers across Canada and, by extension, decreased potential for the long-term growth and sustainability of Canadian communities. Therefore, municipal governments, community-based organizations, and community members in regions such as Peterborough Ontario have been actively working to build and improve local networks and capacity to attract and retain newcomers.

The New Canadians Centre is a Peterborough based non-profit organization which works to empower newcomers to become active and full members of Canadian society, as well as provide leadership to ensure a welcoming and inclusive environment for integration. In 2011, Community Race Relations committee of Peterborough, the New Canadians Centre, and the Peterborough Immigration Partnership released the *Newcomer Integration Toolkit* – a manual which offers practical tools and best practices for organizations to build community capacity in newcomer integration and social inclusion. The piloting of this manual revealed that, while comprehensive and thorough, the manual would benefit from changes to content and tone.

The following study arises out of an agreement between the New Canadians Centre and Trent Community Research Centre (TCRC) and was conducted for an academic credit in an applied methods course from the department of International Development Studies at Trent University. The project was developed to help direct the revamping of the previous training manual to better support community organizations as they welcome newcomers. The project is composed of three key pieces. First, learning more about the experiences of newcomers in Peterborough in order to identify challenges and opportunities they encounter. Second, to gather a better understanding of the needs and desires of local organizations regarding inclusivity and diversity trainings. These first two pieces were achieved through the development and administration of semi-structured interviews, three with newcomers and three with community partners. Lastly, it required an update and review of the Diversity and Equity Education Peterborough list. This piece was achieved through the distribution of an online survey to members of the Diversity and Equity Education Peterborough network. The Diversity and Equity Education Peterborough list is a community resource which lists trainings offered by organizations related to diversity and inclusivity. Findings from these three data collection tools were then compared against one another to identify concrete gaps which the recommendations seek to address.

The Diversity and Equity Education Peterborough electronic survey revealed that the network's offerings are predominantly oriented toward health services training, not diversity or inclusivity. The most referenced challenges for members when developing or administering training is lack of funding or lack of appropriate staff. The top two desired supports by the members were stronger community collaboration and marketing assistance. The newcomer interviews found that English proficiency fosters a sense of welcoming and is a large contributor to successful integration. Also, it confirmed the central role of the New Canadians Centre to the experience of newcomers in Peterborough. Interviews also demonstrated that there exists different levels of dependency across newcomers. Finally, it was clear that immeasurable and invisible social barriers exist between newcomers and the community. Community Partner Interviews rendered

six major conclusions. First, language is the most pressing obstacle which diversity and inclusivity trainings must address. Second, community partners are actively interested in implementing such trainings. Third, external or collaborative trainings or resources are preferable due to organizational capacity restraints. Fourth, short duration trainings may be more effective than those of longer durations. Fifth, mandatory trainings are more effective than voluntary trainings. Finally, discursive approaches (those which open up a dialogue in which both the trainer and trainee can engage in) are more effective than technical approaches.

Four major recommendations were developed from analyzing and comparing the findings from the interviews and survey. The first, and most actionable recommendation is to increase the awareness of the Diversity and Equity Education Peterborough network. Secondly, extending the marketing of programs to the larger community will increasingly promote diversity and inclusion within Peterborough. Third, continue the shift from technical approaches to training toward discursive approaches. Finally, encourage or make trainings mandatory.

Background and Introduction

The term newcomer refers to any refugee or immigrant who has been in Canada for a short period, usually less than five years. Compared to Canadian born citizens, newcomers experience higher than average rates of poverty and unemployment, face difficulty accessing affordable housing, social services, and skilled employment in addition to linguistic and racial discrimination (Canadian Policy Research Network, 2003). The abundance of challenges facing newcomers to date demonstrates the deficiencies of Canada in ensuring a welcoming and inclusive environment for successful integration. Such shortcomings result in the decreased attraction and retention of newcomers, which will have an impact on not only the lives of newcomers, but also local communities across Canada. Current global population trends predict the stabilization and subsequent decline of the world's population mid-way through the 21st century (United Nations, 2009). According to some estimates, "death rates will equal birth rates in Canada by 2020, and population growth thereafter will depend entirely upon immigration" (Community Race Relations Committee of Peterborough, et al. 2011). Most people who migrate to Canada settle in larger cities such as Toronto, Montreal, or Vancouver. This trend, along with a more general recent decline in less populated municipalities, has caused greater responsibility to be placed on municipal governments for issues regarding immigration (Community Race Relations Committee of Peterborough, et al. 2011). One municipality feeling this pressure is Peterborough, especially due to increasing numbers of newcomers moving from urban centres to the region since 2000 (Berry, et al. 2010). Some of the many benefits of newcomer immigration for Canadian communities such as Peterborough include expanding and strengthening community networks, greater community capacity, increased opportunity for businesses and other community-based organizations, increased investments, and so on. Generally, immigration contributes to the long-term growth and sustainability of communities, and the communities that are most successful will be those that provide a wide range of services and opportunities, as well as a welcoming environment (Community Race Relations Committee of Peterborough, et al. 2011).

The New Canadians Centre (NCC), established in 1979, is a Peterborough-based non-profit organization which strives to empower immigrants and refugees to become full and equal members of Canadian society, and to provide leadership to ensure cultural integration in a welcoming community. As a champion of diversity and inclusivity, they provide support systems and services to community partners that work to build and improve local capacity to attract and retain newcomers. One support system includes the *Newcomer Integration Toolkit* (NIT) - a resource that offers practical tools and best practices for organizations to build community capacity in newcomer integration and social inclusion. The NIT includes support on the following topics: diversity and cross-cultural communication, immigrant friendly policies in the workplace, benefits of immigrant attraction and retention, and creating spaces which are accessible and welcoming. While comprehensive and thorough, piloting the NIT revealed that in terms of the content and feel, the manual could benefit from additional changes. The NIT was fairly technical, and therefore did not facilitate a natural engagement with the content that was provided. It was made clear that a future, revamped version of the manual would be made more flexible and interactive, would reflect the current concerns and goals of organizations which may seek to utilize it, and would consist of more ideas for facilitating activities.

The following project, *Diversity and Inclusion: Developing a Community Resource for an Immigrant Friendly Community* was developed to suggest a revamping of the previous training

manual to better support community organizations as they welcome newcomers. This project was conducted for an academic credit in an applied methods course from the department of International Development Studies at Trent University. The project was coordinated by the Trent Community Research Centre, in partnership with the department of International Development Studies, for our host organization the New Canadians Centre. The general purpose of the project is to conduct research which will ultimately provide the partners and supporters of the NCC with the tools to become more knowledgeable of, and responsive to, diversity and inclusivity within the Peterborough Community. The project itself is composed of three key pieces which align with project goals and research questions. First, researchers were tasked with learning more about the experiences of newcomers in Peterborough to identify barriers and opportunities they encounter. This was completed by interviewing a selection of newcomers. Second, the project was to gather a better understanding of the needs and wants of local organizations for the development or implementation of inclusivity and diversity trainings. This information was gathered through interviews with community partners of the NCC. Lastly, the research team conducted a review and update of the Diversity and Equity Education Peterborough (DEEP) list; a community resource which lists trainings offered by organizations surrounding diversity and inclusivity. This part of the project was achieved through the distribution of an online survey to current DEEP list network members.

Methodology

Research Questions

The Community Host sought answers to the following research questions:

1. What supports, and resources exist in Peterborough to help organizations become more knowledgeable of diversity, equity, and inclusivity?
2. What supports, and resources do community organizations in Peterborough need to become more welcoming and inclusive, particularly with regards to immigrants and across cultures?
3. What gaps exist in support and resources to help organizations become more welcoming and inclusive towards immigrants?
4. Why is it important for Peterborough to become more welcoming and inclusive towards immigrants?
5. How can the New Canadians Centre support the community and organizations to become more knowledgeable about diversity and inclusivity with regards to immigrants?

While keeping the five research questions in mind, and following multiple meetings with our host organization, there was a consensus on creating three instruments that would assist the NCC in their endeavor. These instruments were created to conduct a dual investigation into the perspectives of newcomers and community partners, as well as for the members of the DEEP list who provide support and knowledge of the community. These instruments are an electronic survey, newcomer interview, and community partner interview. The electronic survey was designed to address the first and part of the third research question from the institutional perspective by focusing on current members of the DEEP list and community partners that have a relationship with the NCC. The newcomer interviews and community partner interviews were designed to address the second, fourth and fifth research question, as well as the personal view of the third research question.

Electronic Survey

The first instrument that was crafted for this project was an online survey that was administered to existing DEEP list members, as well as potential new community partners. The survey was administered by email, with a link to a Google form, and with an explanation as to the nature of the survey and project. The recipients of the emailed instrument were asked to complete the survey within one week of receipt, and a reminder email was sent five days afterward. There was never any face to face encounters with the members of the DEEP list aside from the host organization and the three community partner interviews. The survey itself consisted of four sections:

- A quick overview of the DEEP list and the purpose of the survey.
- Organizational and resource information questions pertaining to background information, organization type, number of employees, contact information, and other organizations they believe the DEEP list would benefit from.
- Questions identifying existing gaps in community supports between the DEEP list members, and finding common challenges the organizations faced (including issues surrounding resource/training promotion, how often training or services are updated,

challenges surrounding the development and administration of training and resources, and where the DEEP List members turn for aid).

- A link to the DEEP list website, where recipients were asked to update any outdated information for their organization.

The electronic survey only had two forced-choice answers which were in the second section. These questions were about the organization's name, and which other organizations would might the DEEP list benefit from. The electronic survey had three multiple choice questions in section two and three. There were seven discursive blanks questions that were asked, six of which were in the third section of the survey. Finally, there were no definitions added into the survey, however, the survey recipients had access to the research teams' emails where clarification could be provided if necessary.

Semi-Structured Interviews

A semi-structured interview uses specific questions relating to the research topic but allowing for new ideas to be generated and pursued throughout the interaction (Lune and Berg, 2017). New ideas are brought up by both the interviewee, based on their reflective answers to the question being asked, and by the interviewer, who is inspired by the answers they are actively listening to and through interpreting the interviewee's body language (Lune and Berg, 2017). The semi-structured interview allows for deeper probing of answers. Rather than strict pre-determined questions, an 'interview guide' is used to commence the conversation. Then based upon the interviewees answers new questions can be asked that are not on the interview guide. The interview guide for this project went through multiple iterations between the research team, host organization, course supervisor, and the TCRC, to assure the best relevance, appropriateness, logical order and flow, and phrasing of questions.

It was determined that semi-structured interviews for the newcomers and community partners were the best method for interviewing multiple individuals with extremely diverse personal and cultural backgrounds. Our interviewees varied in age, gender, social location, place of birth, education, employment, family size, time spent in Canada and Peterborough, and lived experience. Using a semi-structured interview rather than a structured interview would allow us to have a better rapport and let us accommodate for information or themes that we might not have expected.

In drafting the interview instrument, the progression of questions moved from the more to the less subjectively 'positive.' By creating questionnaires in this manner participants will be more likely to disclose more information as individuals are more comfortable sharing positive information. By then transitioning into less subjectively positive questions, since the participants are already primed and have a rapport with the interviewer they will be more comfortable and more likely to elaborate on more negative experiences. An example of this type of progression would be, "Can you tell us of a time when you felt welcomed within the community?" followed by, "Did you encounter any obstacles with adjusting to life in Canada and the Peterborough area?" A collective agreement was made between all members of the research team and supervisors that the participants should be able to leave the interview in a similar, if not in a more positive mental state than when they arrived. This shows proper ethics of care for the

participants (Rallis, 2014). Furthermore, our survey instrument was approved by the Ethical Review Board for the International Development Studies Program at Trent University

Interviewees for this project were all selected by the NCC. On the day of their interviews, participants were welcomed into a private room, made comfortable and given the option of having something to drink and eat. After this the research team went over the consent form, letting participants know the interviewer's responsibilities, how data would be recorded and stored, and who could access their information. They were also informed on their own rights and responsibilities with special mention that at any point during the interview they were free to leave and could refuse to answer any question. Because the host organization potentially wanted to use the response of the newcomers and community partners in the updated NIT, anonymity was not guaranteed. Participants were asked if they had any questions about the consent form prior to signing, and also if they had any questions about the project or goal of the interview. It was also expressed to the participants that they were free to ask any question they might have about any of the questions, at any time. (These opportunities were offered again once the interview was complete.) Newcomer interviews lasted between 42 and 90 minutes, while community partner interviews lasted between 55 and 70 minutes. The representatives for the community partners, who were interviewed, had varying degrees of authority when speaking on behalf of their organization. More information about the community partners and newcomers will be presented in the findings.

There was a total of six interviews conducted over a month and a half. Three were conducted with newcomers and three were conducted with community partners. All of the newcomer interviews and two of the community partner interviews were held at the NCC, while the last community partner interview was conducted in their place of employment. Each newcomer interview was audio and video recorded. The NCC plans to use the videos as part of their training programs, while the audio recordings were used by the research team for transcription and thematic coding of the interviews. Community partner interviews were similarly audio recorded and transcribed, but not video taped. Transcripts of interviews are attached as Appendix E and F.

The interviews consisted of three people: one interviewee (newcomer or community partner) and two interviewers (one lead and one assistant). The decision to have only two interviewers per interview was made by the research team and the host organization, since participants would likely feel more comfortable discussing potentially private and sensitive information, and feel less intimidated, with fewer people in the room. We also consciously matched the interviewers with participant so that they would feel more comfortable in discussing specific content with them. For example, the female researcher was present every time a female participant was interviewed. Since we conducted six interviews and there were three researchers, we decided to do the interviews on a rotational basis. This allowed each researcher to participate in four of the six interviews, and to observe the style and methods used by the other researchers. During the interview, the lead interviewer would ask all the questions on the interview guide as well as probing questions. The assistant interviewer would take written notes as well as asking additional questions clarifying or expanding on the information given by the participant but potentially missed by the lead interviewer. Having interviewees discuss their personal and professional opinions with predominantly one individual helps build rapport (Lune and Berg, 2017). Also,

having the assistant interviewer ask unscripted questions allowed us to triangulate the data received. Triangulation of data refers to using more than one means to collect data on the same topic. In this case by having the assistant interviewer ask unscripted questions allowed for a clearer picture of the interviewees' experience to be learned.

Finally, participants were given the contact information for each member of the research team as well as for the members of the host organization and encouraged to reach out if they had any questions or concerns. They were also encouraged to reach out to the research team if they thought of anything they thought was relevant or wished to add once they have had more time to think about the interview.

Newcomer Interviews

The interview guide for newcomers was broken into six sections: introduction, integration, supports, employment, educational institutions, and conclusion. (The full newcomer interview guide can be found in Appendix B.) The introduction section helped set up a conversational rhythm and build rapport between the participant and the interviewers. It also provided information about the participant's personal information (age, living location, relationship/family status, etc.) as well as their decision for moving to Canada, their knowledge of Canada prior to relocating, and their relationship with the NCC.

The next section four sections inquired into the participant's views of diversity, inclusivity and the types of supports that were available to them upon arrival, and to the present day. In the second section, integration, participants were asked about their perception of issues and challenges relating to their experiences within the Peterborough area. This section also asked questions regarding how they see themselves within the community, how they think the community sees them, what they enjoy about the Peterborough community, and what they think the Peterborough community could improve on.

The third section of the interview guide had questions relating to which support systems the participants were aware of when coming to Canada and which supports systems they accessed. It also inquired into the perceived usefulness, relevance, and appropriateness of the supports, and what type of supports they think are needed or would be useful to other newcomers. Finally, this section investigated challenges or barriers that the participants may have encountered, for which they could not find supports. The goal was to see if the newcomers felt that the occupational atmosphere of Peterborough was welcoming and inclusive. This section also investigated any barriers or challenges that newcomers might face in acquiring employment within Peterborough, how (or if they) overcame such challenges, and what could be done to ameliorate said challenge in the future. The fifth section asked questions related to the participant's educational experience within Peterborough, to see how well educational institutions accommodated newcomers and assisted them with their integration, both within the institution itself and within Peterborough society. We did not limit educational institutions to just postsecondary institutions but also included programs or organization that teach English as a Second Language courses (ESL). One question from this section is, "Are there any programs or projects offered by your school which have helped you integrate into the Peterborough community?"

The final portion of the interview guide was designed as a wrap up, debrief, and feedback section. With it, we wanted to give the participants a chance to provide their own idea or inputs about what they think is lacking within the Peterborough community, that might not be related to the previous sections. We also used this section to see if the newcomers having lived within Peterborough still felt welcomed. Finally, this section also gave the participants a chance once again to ask the researchers questions without potentially feeling guilty for interrupting the interview process. Examples of question from this section include, “Is there anything you think we may have missed, which is important to your experience or the experience of other newcomers, that you would like to add?” and “Do you have any questions for us, in regard to this interview or about the project as a whole?”

To get a more accurate understanding of the participant’s views of the key concepts in our research project we had them define what they thought terms like ‘community’ and ‘welcoming’ meant. We asked a question that used the term immediately before asking them for a definition (e.g., the question “Do you feel you are part of the Peterborough community?” was followed by “What does community mean to you”) in order to prompt the interviewee to think about key terms in an organic, unforced manner. Due to potential language barriers and to ensure that everyone in the room was similarly conceptualizing other key terms, the research team included definitions for ‘integration’ and ‘supports’. Definitions for these specific terms were also included because they were inquiring after specific structural and institutional items that newcomers interact with. The interviewers also had pre-established definitions for ‘community’ and ‘welcoming,’ they were only given if the participant asked for an example, as the researchers did not want to influence the answer.

Community Partner Interviews

Prior to having the consent form signed, the interviewers explained the three main foci of the interview and how the participant could elaborate on their role as a community partner. The first main topic was the community partner’s existing diversity and equity trainings and/or resources used for newcomers. The second was to identify any potential gaps and/or constraints to the development, administration, and accessibility of these tools. The final main aim was to see how suitable current trainings and/or resources are for newcomers and how they may be improved upon.

The community partner interview guide had four sections: introduction, organization policies or views on diversity and inclusivity, training programs, and conclusion. (The full community partner interview guide is attached as Appendix C.) The introduction was designed to build rapport with the participant while finding out background information about the community partner they represent (including size, scope, mandate, and history within the Peterborough community) and the participant’s tenure with the organization.

The second section explored the attitudes and practices of the organization that could impact or involve newcomers. These questions examined formal or informal policies (if any) fostering hiring and maintaining inclusivity, welcoming, or diversity within the organization. This section also inquired into the composition of the organization (how many employees, how many newcomers) and how barriers surrounding inclusivity and welcoming are overcome. One

question from this section is, “Do you feel like your organization hires from a diverse cultural background?” The third section pertained to training programs and initiatives with questions geared towards identifying the presence, access, and use of diversity and equity trainings and resources. It also investigated what challenges the organization faces in terms of training, and if there were trainings the organization would like to receive. This section also looked at how trainings are administered, both in terms of the method and who does the training (an internal or external facilitator). An example of the questions from this section is, “Does your organization offer a workplace diversity and inclusion training program(s)?”

The final section of the community partner interview instrument gave participants the chance to comment on anything the interview might not have uncovered, or any question they might not have wanted to ask during the interview, while also functioning as a way for the interviewees to express any final thoughts. This section also allowed for some final reflexive thought about the interview as a whole and direction in which the organization was heading. One question from this section is, “Following the training program(s), do you feel your employees are well equipped to engage in a diverse workplace?”

To ensure that everyone was using the same definitions and working comprehension, key terms such as ‘newcomers’ and ‘inclusivity’ were provided to the participants, immediately after the first question that used the term. The research team did not want the participant to define these terms because the purpose of these interviews was not to investigate their individual understanding or conceptions, but to see how the organization they represent actually functions. Thus, the research team did not wish to provide information that could be used as a form of scaffolding for the interviewees to base their answer off. By not defining these terms and asking what their organization views were on these concepts, we hoped to get a more accurate answer from an employee.

Data Analysis

When transcribing the interviews, two different methods were used: speech-to-speech-to-text and speech-to-text. The first method involves playing the initial interview through headphones while reciting every word, using the “Voice Typing” tool in Google docs. The speech-to-text method involves listening to the initial interview and then typing each word. Both methods were utilized because the speech-to-speech-to-text method works most efficiently with individuals whose voices are within a certain pitch range and who have especially clear diction. Furthermore, as each member of the research team was using their own computers, the quality of the microphones varied from brand to brand. On average the speech-to-speech-to-text method proved to be more time efficient however a more thorough read through of the transcripts were required upon completion.

A thematic approach to data analysis best suited our theoretical approach. This involved identifying recurring themes in the surveys and interviews related to the research questions. We defined these themes by finding key terms and concepts within the Project Agreement with the NCC and the NIT. The initial list of codes was drafted by the entire research team by creating a coding index. A coding index a tool used in qualitative research that can be used as a reference to

identify specific words, phrases, or images into common themes or ideas. If there is a plethora of similar themes across responses, these were merged so that a common encompassing code was established. Each member of the research team manually coded a specific section of the project (DEEP list survey and DEEP list, newcomer interviews, community partner interviews). Once each member had finished coding their sections, the other two members read through their analysis. If there was any disagreement on how to code a certain phrase or concept a group discussion was had until each member was in agreement as to the proper classification of the theme. Thus, the DEEP list section and interview sections were coded twice, once by the team member responsible for the section and then again as a collective.

Limitations of the Study

The limitations faced in our data collection occurred in participant selection by the NCC, around language barriers and misinterpretation, and in terms of a social desirability bias from interview participants.

Participant Selection

This multifaceted limitation included the number of interviews conducted, the interviewees selected, and the representativeness of the participants. The first goal of the project was to assess the experiences of newcomers in Peterborough, identifying the barriers and opportunities they face and how they fit into the socio-cultural and economic fabric of the city. With only three newcomer interviews conducted, the data collected may not be representative. The breadth of the term ‘newcomer’ creates challenges in identifying commonalities in the barriers experienced by our interviewees, this limitation is exacerbated by the participant selection conducted by the NCC. Although the time saved in having the NCC select participants was essential to the feasibility of this project, it became evident that these interviewees relied on supports from the NCC, as they cited the NCC as a conduit through which they overcame potential barriers faced throughout their time in Peterborough. The newcomer interviews thus failed to yield sufficient information on socio-cultural and economic challenges because the host organization chose participants from their roster of support recipients, or clients, limiting the results to positive experiences of barriers overcome via the NCC.

Representativeness was similarly constrained by the number of interviews conducted. Three newcomer interviews were conducted for the project and the process of participant selection culminated in the exclusion of a diverse set of newcomer voices and experiences.

For community partners, the identification of current barriers to diversity and inclusion trainings, supports, and resources within the Peterborough community was limited by the number of responses to the DEEP list survey, and the number of interviews conducted. The survey was circulated to 31 existing partners and did not involve identifying new diversity and inclusion tools. Of those 31 existing partners, only 19 respondents filled out the questionnaire.

Language Barriers

Challenges and misinterpretations of questions and terminology was commonplace in interviews with newcomers and, to a lesser extent, community partners. The research design phase of the project involved several reviews of the interview instrument with the host organization, course supervisor, and researchers, along with pretesting with members of the research team. However, language barriers that arose through newcomer interviews impacted how questions were asked, if they were asked, and the commensurability and reliability of information received across these changes. Consequently, where language barriers were more pronounced, interviewers tended to provide examples that prompted a ‘yes’ or ‘no’ response, skip the question, or fail to probe to uncover more detailed information. While interviews were pretested, the relative inexperience of interviewers in handling a language barrier may have contributed to potential losses of

information. Moreover, it has been identified that in-group pretesting may have contributed to unrealistic expectations of the newcomer interview process, as the presence and experience of a newcomer in the group was mistakenly used as a point of reference

Social Desirability Bias

This limitation is present in interviews with both community partners and newcomers, where interviewee responses may have reflected social pressures to represent themselves, their organizations, or the NCC in a favorable light. One consistent and implicit social pressure was the selection of the NCC offices as a venue, and the use of NCC audio/visual equipment, for all newcomer interviews and two-thirds of the community partner interviews. This convenience measure may have affected interviewees, especially newcomers who were more likely to speak favorably of the organization upon which they are currently dependent to various degrees and made interviewees hyperaware and less critical of the NCC in regards to its capacities, focus, supports, and operations. Community partners representing their own organizations were less likely to speak negatively of internal diversity and inclusion trainings, policies, and atmosphere – potentially downplaying challenges and overreporting current successes in the workplace. Moreover, this bias extends to the interviewers and their interactions with interviewees, given that newcomers may have felt social pressure to speak more highly of Canada in the presence of Canadian-born Caucasians.

Presentation of Findings

Literature Review

When looking at how to foster an inclusive environment in both the day-to-day life of being a Canadian citizen in Peterborough, and in local workplaces, it is important to consider how newcomers view their acculturation process. In “Mutual Attitudes Among Immigrants and Ethnocultural Groups in Canada”, Berry (2006) examines acculturation strategies used by newcomers, finding that these are governed by two main principles. Firstly, if there is a relative preference in maintaining one’s heritage culture and identity; and secondly, if there is a relative preference for having contact with and participating in the larger society, along with other ethnocultural groups. Berry et al. (2006) also identifies four different strategies for acculturation: integration, separation, assimilation, and marginalization. The integration strategy is when newcomers are part of the larger society and maintain cultural practices from their country of origin while sharing values from both cultures. The separation is when newcomers seek to avoid involvement with others and the greater society in which they now inhabit and focus solely on maintaining their cultural identity and practices. The assimilation strategy is when newcomers have little want or interest in cultural maintenance and instead seek to only enmesh themselves with the new culture they are in. Finally, the marginalization group finds themselves at odds with both their host culture and their new culture. It is important to note that these strategies are used to varying degrees, while this process is not linear, and individuals might switch between different strategies depending on their circumstances. Berry et al. (2006) takes the idea of acculturation strategies further by looking at governmental and societal factors that might influence which strategies are used by newcomers. They, and other researchers argue that the ‘integration’ strategy poses the greatest benefit to both newcomers and multicultural society, allowing for much broader ranges of social support and most closely aligning with multiculturalism. These articles prompted us to keep in mind that different individuals will utilize different strategies in how they integrate within not only the Peterborough society but also within the wider Canadian society.

Ma (2017) examines local immigrant integration in Peterborough, where the Peterborough Immigration Partnership (PIP) and the NCC are at the core of service planning and delivery. Gaps in immigration planning and service delivery can be explained through differences in objectives and practices at the city, county, and provincial level. They argue that a lack of direct communication within and between these levels of government translates into lagging service provisions for small cities. A clear understanding of objectives exists within the provincial-municipal relationship as the government of Ontario identifies that newcomers could provide new and missing forms of skilled labour while offsetting declines in our ageing populations. Municipally, this directive takes shape through competition to effectively attract and retain higher numbers of newcomers to rejuvenate small towns like Peterborough. The provincial-municipal objective successfully attracts more newcomers into smaller towns, however, local immigration partnerships, including the PIP and NCC, lack the capacity to immediately support the integration experiences of a higher number of diverse newcomers.

Subsequently, immigrant and refugee seniors are identified as a vulnerable group with a high risk of social exclusion. Standard programs and services supporting newcomers include English language training, resettlement supports, social support, and education on available resources, plus

referrals to access them. The NCC in Peterborough provides these directly but is more likely to refer newcomers to external resources. Johnson et al. (2017) have identified significant gaps in the provision of resources to curb social exclusion in senior newcomers, the extent of social exclusion may be difficult to measure given the role of senior newcomers as caregivers within the household, however, Johnson et al. identify a total of 14 programs for senior newcomers in Ontario, with 13 of those programs located in Toronto. Senior newcomers may benefit from programs like the 2015 “Newcomer Connections for Senior Caregivers” operating in North York and Toronto and connecting senior newcomers at risk of isolation to peer mentors and youth volunteers with the same language and cultural backgrounds (Johnson et al., 2017).

There are also structural barriers that can hamper newcomers’ abilities to effectively join in on employment opportunities within Peterborough. Elrick and Lightman (2016) discuss how ‘primary immigrants’, who are generally the first member of the family into a new country and are economically stable and independent, were able to earn a higher mean monthly wage than ‘secondary immigrants’, who are generally seen as dependents and are less economically stable, consistently throughout the four-year study, and were additionally more likely to work. They also showed that the majority of the secondary immigrants were women with less post-secondary education and likelihood of having had a job before entering Canada. Other barriers discussed in Bevelander and Pendakur (2014) dealt with employability and categorical intake (the type of classification given to newcomers). What they found was that newcomers’ place of origin had an impact on the type of employment offered them. They also found that a newcomer’s categorical type, in this case, whether they were a refugee (individuals seeking asylum from war, political violence or climate change), an economic immigrant (individuals who immigrate for employment), or a family reunion (individuals who are being reunited with their family members who are already within a new country) had an impact on employment rates. This is important to be aware of and identify, as it can create institutional and market-based barriers to integrating within the Canadian context and affect the scope of multiculturalism.

Merriam, Keating and Shannon (2018) use firsthand experiences to map out the extent of current resources and their effectiveness for newcomers, local businesses, community groups, and organizations in Peterborough. English as a Second Language Training (ESL) for newcomers, provided by the NCC, has been identified by local businesses and organizations as a key determinant of employability and integration success. The report recommends that training on Canadian Workplace Culture be provided by the EPS and local businesses to ease newcomers’ transitions into the work environment, yet some employers are unaware of the EPS such as the NCC, or are unsure of their purpose and scope, which may increase their aversion to employing newcomers. There are considerable opportunities for EPS, businesses, and local employment agencies, such as the Employment Planning and Counselling Center (EPC) in Peterborough, to enhance employment mentorship and job placement programs, as these have been shown to be highly effective in matching newcomers with specific fields.

The Action for Inclusion: A Resource Kit for Community Conversations mirrors the goals of the *Newcomer Integration Toolkit* closely. However, The Action for Inclusion resource, presents a more positive and less rigid approach to training. A focus is placed on the importance of open conversations, in which mistakes are allowed to be made so as not to discourage individuals from engaging with issues of inclusion and diversity.

DEEP List Findings

Seven reoccurring themes were identified (see Figure 1 for a visual representation):

1. Anti-Oppression (five occurrences)
2. Gender and Sexuality (three occurrences)
3. Health (eleven occurrences)
4. Inclusivity and Awareness (six occurrences)
5. Law (six occurrences)
6. Newcomers (four occurrences)
7. Social Economic Status (S.E.S) (three occurrences)

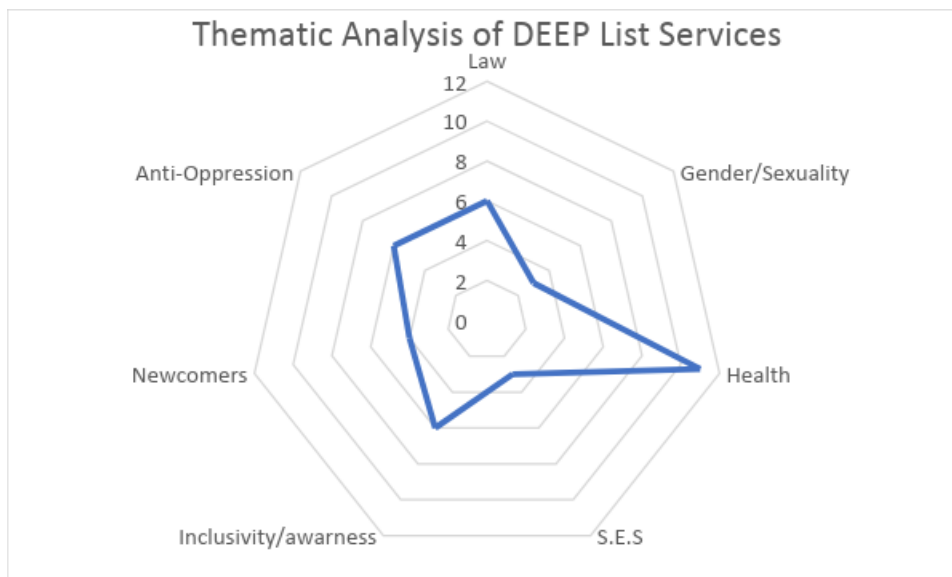


Figure 1. Thematic Analysis of DEEP List Services

Themes were derived by examining the description of each workshop posted by members of the DEEP list. When going through the descriptions, categorically-related words, phrases or concepts were matched up and classified under one theme. Many of the workshops that were available involved intersecting themes, e.g., one workshop that is available discussed homelessness and health. In such cases both themes were marked as relevant. Classification proceeded as follows:

- Items were classified within the ‘Anti-Oppression’ theme if they explicitly mentioned that the workshop was anti-oppression oriented, dealt with historical issues surrounding oppression, based on changing negative stereotypes about marginalized people, or educated individuals on white supremacy.
- Items were classified within the ‘Gender and Sexuality’ theme if the workshop descriptions covered topics relating to gender, the LGBTQ community or challenges they face, or dealt with issues and concepts focused around gender and sexuality.
- A holistic view was employed in creating the ‘Health’ theme, which includes physical health, mental health, disability, and social determinants of accessing health services.

- Items that were classified within the ‘Law’ theme involved phrases like legislation, the Ontario Human Rights Code, law, or human rights.
- When placing codes within the ‘Newcomer’ theme, words such as immigrant, refugee, newcomer were used, as well as names of countries of origin.
- Items were placed within the ‘S.E.S’ theme when there was specific mention of income, homelessness, poverty, or other subject matter directly related to differences in social standing for economic reasons.

When looking at the DEEP list we found that the majority of the services offered are free for organizations, with few of the services on the DEEP list having a set cost. Most of services that do have a cost are on a sliding scale based upon client’s budget and need. Unfortunately, there is a lack of awareness of the DEEP list within the community. Part of this lack of awareness could be do to the DEEP list not showing up with when doing a google search. Furthermore, the link for the DEEP list can be hard to find on community partners websites who do provide a link. Because of this lack of awareness, it can be difficult for the community and business to acquire the services that the DEEP list can offer.

Findings from the second section of the online survey revealed that the overwhelming majority of the respondents operate as non-profit organizations (11 organizations). Government organizations were the second most prevalent DEEP list members (6 organizations) followed by the police (1 organization), First Nations (1 organization) and other (1 organization) (see Figure 2.). The second section of the survey revealed that half of the organizations who responded could be classified as ‘large,’ having 50 or more employees. None of the survey respondents classified their organizations has being ‘medium to large’ (having between 31 and 50 employees), while only two classified their organizations as ‘medium to small’ (having between 16 and 30 employees). The remaining eight organizations would be classified as ‘small’ organizations, with 15 or fewer employees.

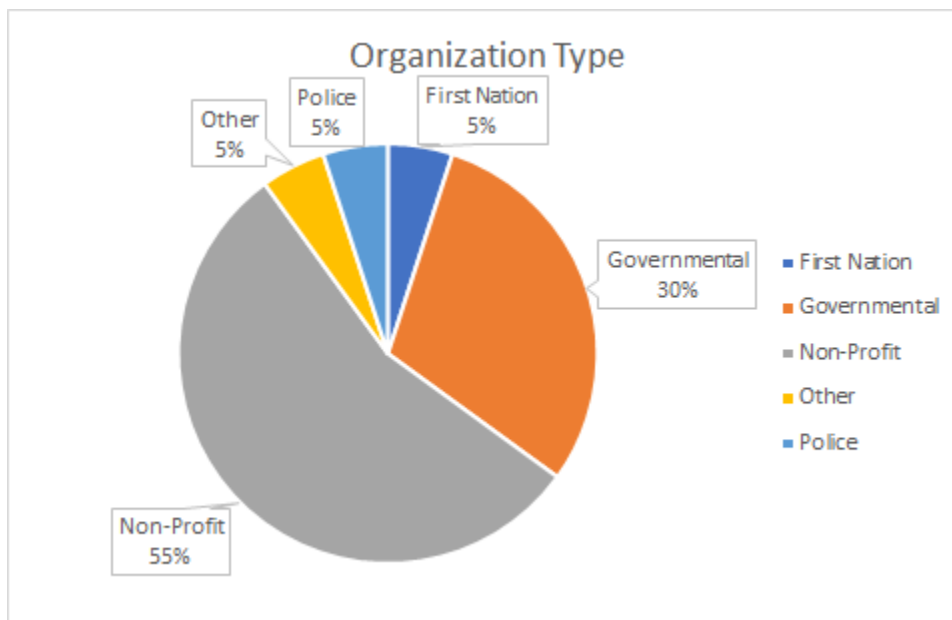


Figure 2. Organization Type

Questions surrounding challenges shared a similar themes and were coded the using the same themes, while questions around promotions and desired supports shared themes that were unique to each other, and finally questions surrounding searching for resources or supports had their own themes that were related to each other. However, there was some overlap of themes between the three codes.

In regard to the questions about challenges that organizations faced in both developing and administering their resources, we found seven common themes (Time, Staff, Other, None, Monetary, Information, and Appropriateness). The full thematic occurrence for both questions can be seen in Figure 3. The research team found that the greatest challenges to developing a resource were tied between a lack of funding and lack of staff (developers). The greatest challenge for organizations in their administration fell under ‘Miscellaneous Issues,’ such as ensuring that their resources are intersectional, representational and having firm registrations. While a lack of funding, lack of staff, and concerns about the appropriateness of the resource’s administration (ensuring that the person who is administering the resource is the right person to conduct the training and that it is not done in a tokenistic manner) all came second. What is interesting about the self-reported challenges is how close five of the seven themes are to each other in terms of frequency; these differ only by one occurrence. This shows that the majority of the DEEP list partners are facing similar challenges and constraints brought due to both internal and external forces.

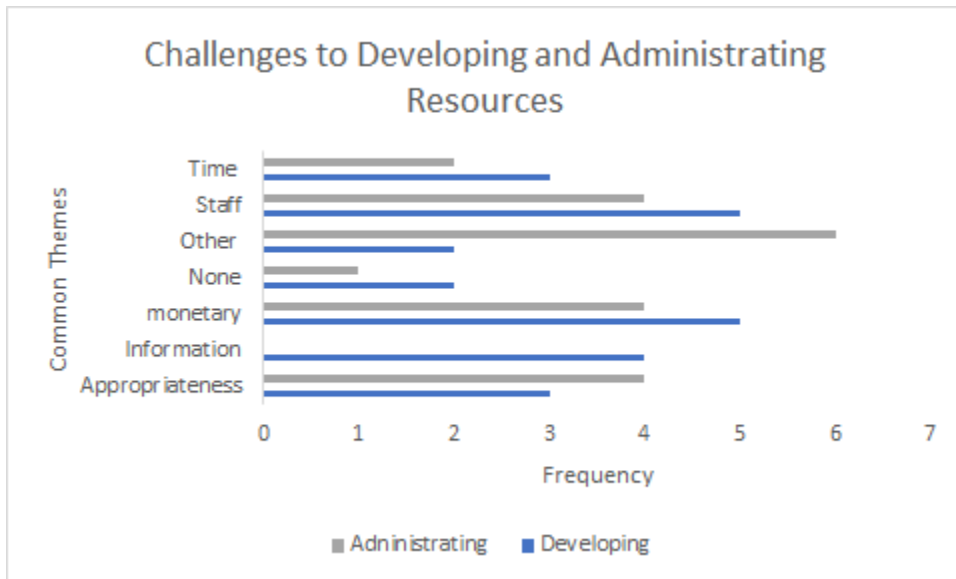


Figure 3. Challenges to Developing and Administering Resource

After reading through the responses for how organizations promote their resource and what additional supports they desire the research team came up with eight common themes (Collaboration, Monetary, Marketing, Staff, Training, Space, the Internet, and Other). The decision to have one coding profile for these two questions was due to the large overlap of themes that frequently occurred. The two most prevalent ways that organization promote their resources are through the use of the internet and collaborating with others, whether internally or through their community partners (see Figure 4). The most prevalent additional, external

supports that organizations desire involve more collaboration and better access to marketing (see Figure 5).

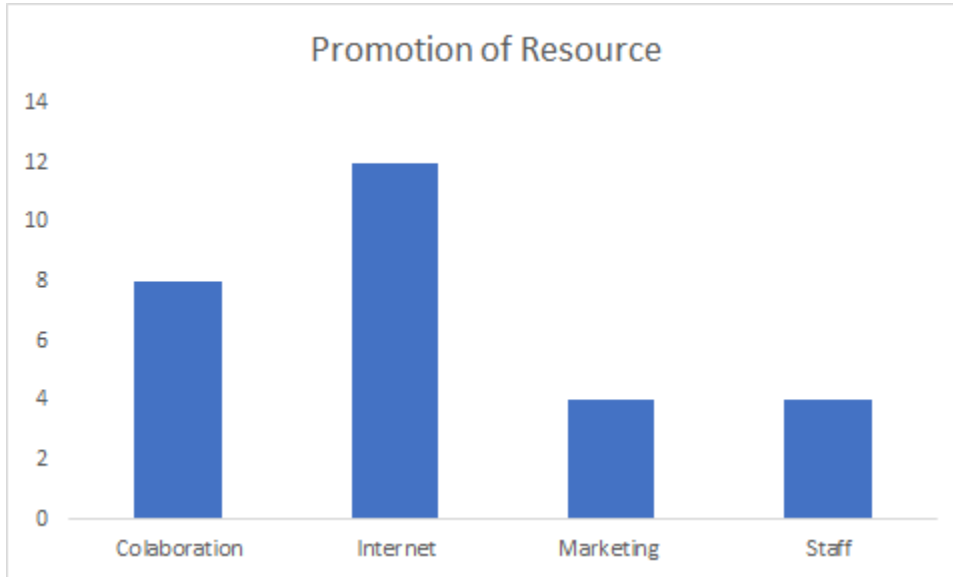


Figure 4. Promotion of Resources

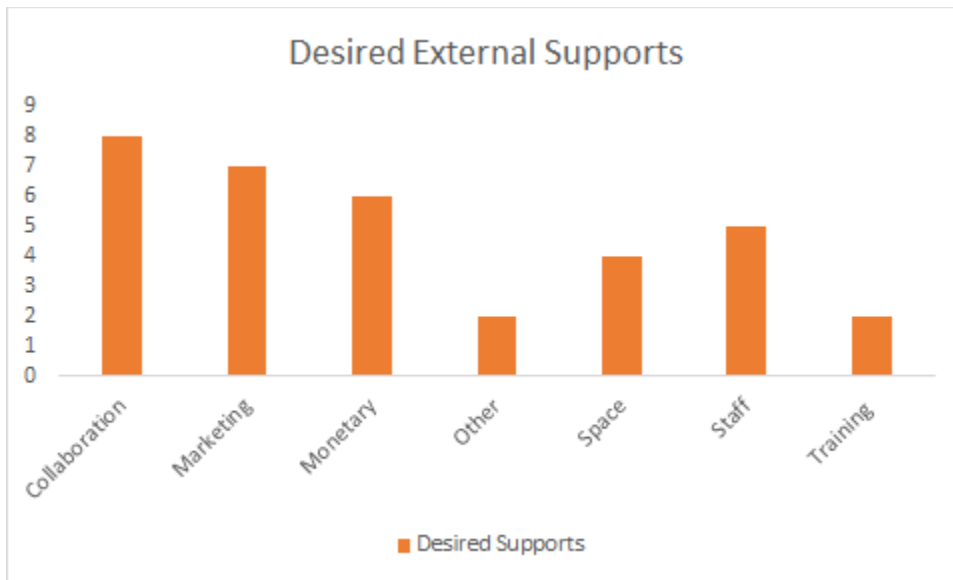


Figure 5. Desired External Supports

The final thematic coding was undertaken to get a better understanding of how organizations find support and resources. The research team was able to identify five core themes: Community Partners, Sister Organizations, the Internet, Internally, and Externally (see Figure 6). We found that when looking for supports, the majority of organizations turn towards their community partners far more than any other avenue available to them.

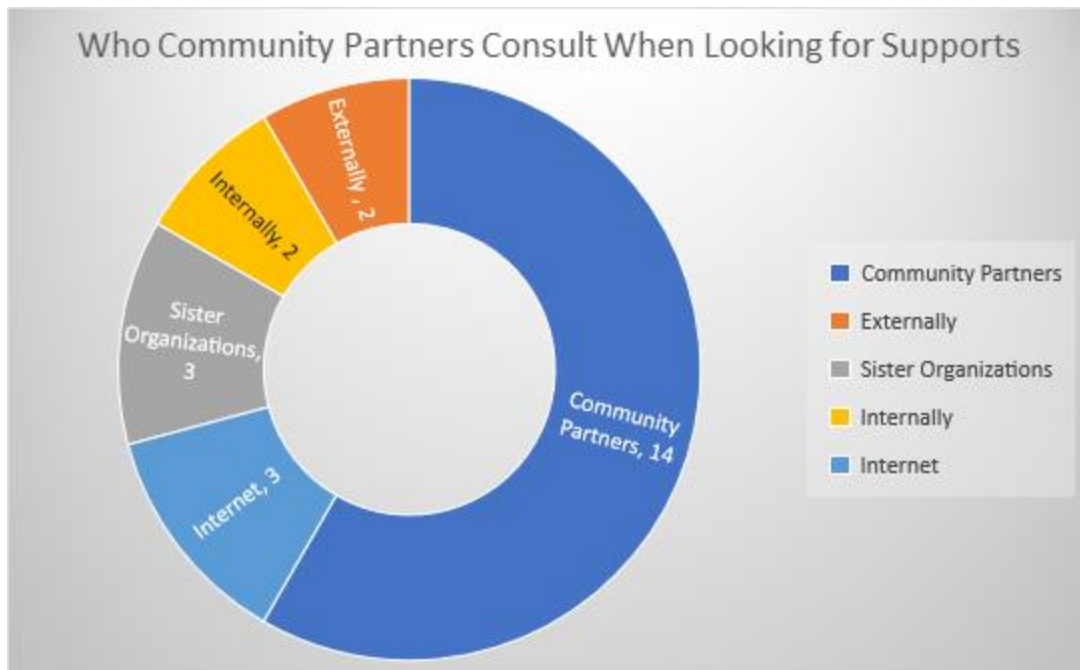


Figure 6. Who Community Partners Consult When Looking for Supports

Even though the DEEP list members face a number of challenges, the survey showed that 83.3% of the organizations have gone through or updated their resources within the last year. One organization updated its resource within the last three years and only one other updated its resources more than three years ago.

Part of the reason for the creation and distribution of the electronic survey was due to a concern over the oversight of the DEEP list. Through our discussions with our host organization it was disclosed that a few DEEP list members had expressed concerns over the last time the DEEP list was updated. Due to these concerns the final section of the survey provided a link to the DEEP list where the community partners were encouraged to update any relevant information.

Newcomer Interview Findings

General background findings include that all three interviewed newcomers are planning to stay long-term, and all have lived in Peterborough since their initial arrival. All three have a consistent and dependent relationship on the NCC for direct assistance, referrals, or advice. Two newcomers have children, while one has no dependents. All three have relatives and a familial support network in the city, or in the Greater Toronto Area.

The NCC selected Fabiola Carrasco, Khidir Bkadach, and Fadya Falah to participate in the project through the newcomer interviews. Fabiola, Khidir and Fadya provided written and verbal consent to participate in the project with their names and experiences included in the project reports and findings.

Self-Reported Biographies

Khidir (24; Syria)

Khidir's immigration experience was made easier by having his sister and her husband come to Canada before he did, which set the foundation for a welcoming and inclusive environment. While it may have been challenging to navigate individual supports where necessary, most resources were accessed as a family unit. Additionally, he had some familiarity with an established support network, discovered by his sister, that heavily included the NCC - for example, applying to Fleming College through the NCC.

While studying ESL at Fleming College, Khidir desired that the trainings available lasted longer and were more comprehensive in reviewing not only the basics, but nuances. the aspects of daily Canadian life that are difficult to capture through just a foundational understanding of the English language or how to make medical appointments. (It is important to note the personal connection in this case, as his family had to set a medical appointment for his mother last year and asked the NCC manage all contact with the specialist.) Khidir has also found it challenging to join and/or participate in clubs and groups due to difficulties in communicating.

Through Fleming Community Resources for Employers and Workers (CREW) services Khidir has been able to better integrate into the community, as this service connects high school graduates with career planning, provides trainings, and helps them enrol in Fleming College courses through its no-additional-cost upgrading program. At the NCC, in his job as a casual interpreter, Khidir began to appreciate how people from all over the world came together and were equals in the workplace. Additionally, the workplace culture and enthusiasm for work he experiences here is the complete opposite of that in Turkey, where he worked prior to coming to Canada, and for his father, who worked in Syria.

Khidir notices that there is an almost palpable difference between himself and his Syrian friends and Canadian youth – there exists an invisible and immeasurable social barrier between himself and young adults that is complicated by culture, background, and language proficiency. This is not localized to his school life at Fleming College but has been experienced in the general Peterborough community, especially when his friends are in groups and on a night out.

Fabiola (41; Mexico)

Similar to Khidir, Fabiola also had a pre-established personal network in Peterborough as her husband arrived in Canada two years prior, attended Fleming College, and secured a job at the college. In Mexico, Fabiola felt confident and secure due to her employment, educational attainment, and personal relationships and networks. However, after moving to Canada she experienced social isolation and anxiety, in part because she was ineligible or unable to work immediately, but primarily because English posed a significant barrier to participating fully within the Peterborough community and Canadian society.

However, Fabiola volunteered with the NCC, attended workshops, has facilitated a Women's Group for the past three years, and was a teacher for the Spanish Conversation Group. Through these activities she was able to interact with many Canadian students and women and forge connections with people in the community. She found that it was much easier to become a part of the community through these programs at the NCC, though she noted that there is a lack of information on outside activities, events, and supports in Peterborough. This extends to some of the networks that may be necessary to access gainful employment. Supports on the basics, including taxes, homeownership, credit, and financial planning are the most useful takeaways from NCC's women group trainings for Fabiola; however, she stated that the two to three-hour sessions should be longer and offered more frequently.

Access to English learning programs was complicated as Fabiola was eligible to join the NCC English working groups for a short time, but receipt of her permanent residency status reversed this eligibility. She had to postpone her English education for over a year while raising funds to attend the ESL program at Fleming College. Through Fleming CREW Employment Services Fabiola received advice on building a résumé and interviewing for jobs. CREW also takes time to explain courses and continuing studying after the ESL program at Fleming College.

Fadya (38; Syria)

Fadya arrived with her sister and was initially hesitant in interacting with the community because, as she stated, she looks different from everyone else and wasn't sure what they would say about her (or the way that she dressed, or her food, or her way of life). These differences defined who she was for her first six months; however, they were quickly overcome through accessing supports and resources at the NCC. An equal supporter of her integration experience has been her sponsor, not associated with the NCC, who played an integral role with her initial settlement in Peterborough, providing transport, advice, and communicating on her behalf where necessary.

Attending and volunteering at the NCC, and receiving a chef's certification, has enabled her to interact with women in and beyond the classroom from a variety of backgrounds, and to access the Peterborough community through the weekly farmer's market. The NCC also supports the Newcomer Kitchen Project in partnership with Nourish. The Newcomer Kitchen provides Syrian refugee women and other female NCC clients with the opportunity and space to cook weekly meals and learn new skills from each other, and culinary professionals. Fadya uses the newcomer kitchen to support her business at the weekly Peterborough farmers market. Fadya's children, who learned the language much faster, made her less afraid in the first few months. Where her children have played a crucial role in translation and interpretation between her and her surroundings, though some of her older friends may feel embarrassed when they are forced to rely on their children to assist them in completing basic tasks or communicating with others.

Data Analysis

The newcomer interviews revealed four key findings that include the importance of English proficiency in shaping social participation, establishing personal networks, forging a community, and accessing supports in the city. A second finding was that the NCC is indispensable in

supporting the integration of newcomers and is the nucleus for newcomers in Peterborough and the surrounding region. Extending from this is the division of newcomer access of NCC services tiers of dependence that newcomers fall into, from hands-on intensive assistance to infrequent consultation. Finally, that there persists an invisible and immeasurable socio-cultural barrier between newcomers and the greater Peterborough community.

English Proficiency

Educational attainment and English proficiency are the most consistent determinants of the ease with which newcomers acclimate to the Peterborough community and life in Canada. Whether that education was obtained outside of the country, in the case of Fabiola, or within the Peterborough community, for Fayda and Khidir, it serves as crucial skill for navigating daily social situations outside the family and, to building social networks outside of the NCC and its immediate environs.

English as a Second Language (ESL) has been critical for all interviewed newcomers' transitions. Effective communication is a persistent challenge for newcomers, especially considering conversational factors such as language speed, colloquialisms, accents, and other difference between native speakers and beginners. Cultural competency was a barrier to employment for Fadya, Fabiola and Khidir, manifesting as a lack of knowledge about workplace etiquette and culture. To some extent stereotyping has also adversely affected employment opportunities for them, their family members and/or others in their networks. These factors are all exacerbated by a lack of English proficiency, which acts as a consistent barrier to full participation in the workplace.

NCC as Newcomer Support Nucleus

The NCC is dedicated to supporting immigrants, refugees and other newcomers to become full and equal members of Canadian society in the Peterborough, Kawartha Lakes, Haliburton and Northumberland regions. The NCC occupies an important space for newcomers within Peterborough and across these regions providing newcomers with direct support through immigration services, informational programming, and referrals for other services. The NCC also hosts events and programming in the region that indirectly supporting newcomers and their experiences by encouraging between newcomers and their communities.

Fabiola, Khidir and Fabiola are clients of the NCC, having accessed supports since their arrival in the city. Fadya and Khidir depend heavily on the NCC for legal, educational, and medical assistance and referrals, and all three newcomers interviewed have attended or volunteered to support NCC programming. All three newcomers state that the NCC is important in promoting awareness of newcomers in the city and making Peterborough more welcoming and inclusive through events including the Canada Day celebration in 2018.

Tiers of Dependence

There exist three specific tiers of dependence among newcomer clients, this refers to the frequency and extent to which a newcomer accesses services at the NCC when they encounter a challenge in their daily life they are unable to navigate individually. The first tier refers to heavy and consistent dependence on multiple NCC services and supports; the second tier refers to frequent use of NCC supports and services; the third tier refers to occasional use of NCC supports and services.

The NCC dominates the service provision space for all newcomers whose dependency ranges from first tier intensive assistance down to occasional/infrequent consult and referral at the third tier. It is important to note, though, that there may be a situation where no alternatives, providing the same or comparable services to the NCC, both exist and are accessible to newcomers.

Khidir and Fadya had less knowledge prior to emigrating to Canada, which has invariably shaped their experiences - this knowledge gap, atop other experiences, has culminated in increased dependence on the NCC for a longer amount of time. Fadya is within the first tier of dependence as she accesses and depends more heavily on the NCC for immediate childcare, trainings, service referrals, taxes, immigration assistance, certification, and employment through the farmer's market. Fabiola is within the third tier is both a volunteer and group facilitator for the Women's Groups at the NCC. She relies on her husband as well as other personal networks to address challenges and concerns, occasionally consulting the NCC for new opportunities and activities. Khidir is within the second tier. His family depends on the services of the NCC frequently and often as a unit, especially in the case of family emergencies; however, Khidir has developed a sufficient personal network through family and school that he is able to more easily navigate living in Peterborough, directly interacting to overcome barriers where they arose.

Socio-Cultural Barrier

In social interactions with people outside their socio-cultural groups, all interviewed newcomers identified some difficulty communicating with native Canadians resulting from language barriers and social stigma related to newcomer's background, gender, race, and intelligence. Socio-cultural barriers were mainly experienced within the first few months of moving to Canada and have decreased with time. However, there still persist some almost imperceptible barrier between interviewed newcomers and other Canadians.

Fadya and Fabiola encountered this socio-cultural barrier distinctly in their first few months in Canada. Fabiola stated that she was able to make friends quickly in Mexico and had little trouble talking to people, however, in her first few months she found it difficult to communicate not only due to her English proficiency but also due to her unfamiliarity with Canadian culture and norms that restricted what she could ask, how she could ask, and what was acceptable to discuss. Fadya feared that her appearance, dress and difficulty with English made her an outcast from what she saw in Peterborough. With such stark differences in backgrounds she felt isolated from the Peterborough community.

Khidir experiences this socio-cultural barrier between himself and Canadian youth in Peterborough of the same age. He states that there is a difference between himself and his other Syrian friends and Canadian youth that extends beyond language barriers and involves a fundamental difference in their backgrounds, experiences and interests. However, for Fadya and Fabiola, their children bridge the immediate socio-cultural gaps between them and their environments. For Fayda especially, her children have been an instrumental intermediary for navigating the community, as children who are learning English in their formative years have a better command of the language and ably serve as translators as well as motivators for their parents' learning.

Community Partner Interview Findings

Community partner interviews engaged with representatives from the Young Men's Christian Association (YMCA), Employment Planning and Counselling Peterborough (EPC), and the Peterborough Police Service (PPS).

Organizational Bios

YMCA Peterborough

We conducted an interview with the general manager of YMCA Peterborough who has worked with the organization for over thirty years in multiple locations. The YMCA is a large-scale charity that many people assume just serves as a gym. When in fact the YMCA acts as a community resource that aims to help people live holistically healthier lives, focuses on youth self-confidence and leadership, host before and after-school programs, and has a variety of social group activities and outreach programs. The YMCA as an organization has a CEO and a board of directors which is made up of volunteers who deal with the organizations' mandate, future direction, and organizational policy. While the general managers of specific branch's deal with the day to day oversight of their locations as well as tailoring outreach programs to the specific needs of their communities. The YMCA does not normally receive funding from the government unless it is for specific programs. The YMCA has been with the Peterborough community for over 150 years and has just recently moved to a new location so that it can be more accessible for the community. There are currently 30 full time employees, with between 30-100 part-time workers and volunteers.

Employment Planning and Counselling

We conducted an interview with a counselor from the Employment Planning and Counselling Peterborough (EPC) who has been with the organization for 3.5 years. The EPC itself has been operating within Peterborough for the past 35 years and has 27 employees. The EPC is an employment service providers job opportunity and support for individuals who are looking for employment as well as for employers who are looking for employees. The EPC receives funding for the government of Ontario and the ministry of training colleges and universities. Many of the programs that the EPC runs are directed by the government of Ontario and the ministry of

training colleges and universities. However, the EPC is able to run alternative programs like the youth job connection program on top of their regular services. The long term goal of the EPC is to help individuals find employment that is a good fit for them. This means matching employee's skills, wants experience and expectations to those of the employers. Since they are funded the EPC is able to provide their services to the Peterborough community for free.

Peterborough Police Service

We conducted an interview with the Community Engagement and Development Coordinator of the Peterborough police. The police force has been operating within Peterborough for over 150 years and has a staff of over 200. However, the Community Engagement and Development section is a newer iteration of the police force, with the Coordinator's role being created within the last 5 years. Three of the Community Engagement and Development units' pillars is inclusion, strengthening families and education. The Community Engagement and Development section of the police services focuses on crime prevention through social development by ensuring that the community is welcoming an inclusive to all citizens. These goals are done through collaborative partnerships with community members and organizations, and community outreach by having trained police officers go into schools to educate children about police services. Some of the educational services that the Community Engagement and Development employs for school children deals with issues surrounding bullying, hate crimes and appropriate or inappropriate use of social media. Whenever possible the Community Engagement and Development also seeks to have meetings with new families in the area, particularly those who are from another country so that they any questions or concerns they might have can be addressed.

Data Analysis

In general, community partner interviews revealed six major conclusions:

1. When discussing diversity and inclusivity, language is the most pressing obstacle that trainings must address.
2. Community partners express both an active interest in, and willingness to implement diversity and inclusivity trainings.
3. External or collaborative trainings and resources are preferable due to organizational capacity constraints.
4. Trainings which take place over extended durations may be less effective than those of shorter duration.
5. Mandatory trainings are more effective than voluntary trainings.
6. Discursive approaches are more effective than technical approaches.

Need to Address Language

Language, as an obstacle to inclusion, is referenced 16 times in the community partner interviews, making it the most cited obstacle. Both EPC and the YMCA emphasized that difficulties arise when communicating with newcomers. Particularly, EPC explained how

language put stress on employee-employer relations, leading to a hesitation to hire newcomers or a higher turnover rate amongst newcomers. Both are clear barriers to inclusion and integration. These language obstacles begin with the workplace trainings employees must complete, which are delivered only in English or French and require the onsite support of interpreters. The YMCA, like EPC, will bring in interpreters to help explain membership forms and rules to newcomers; however, the interpretation is not very helpful for drop-in clients, as it requires coordination with external volunteers. Interestingly, YMCA staff advocated to management that a diversity training be introduced to provide tools for navigating situations in which language presents itself as a barrier.

Interest & Willingness to Implement Trainings

This finding can be implied by the community partner's involvement with the NCC and their voluntary participation in the DEEP list; however, the interviews revealed a high level of engagement beyond this fact. All organizations had recently conducted diversity and inclusivity trainings of some type: the EPC on poverty, the PPS on sexual assault, and the YMCA on mental health. None of these organizations had done any trainings which spoke to newcomer experiences, but all claimed that some sort of training regarding newcomers is already in the works. The YMCA was furthest along in terms of this, having scheduled a diversity and inclusivity training session with NCC staff for March of this year (2019). As mentioned previously, this interest and willingness, in the case of the YMCA, is largely due to advocacy on the part of frontline staff. In the case of both the YMCA and PPS, diversity and inclusivity are a part of an organizational strategy.

Preference for External or Collaborative Trainings

All organizations have made use of external trainings. Further, each speculated that, when they do introduce diversity and inclusivity trainings to their organization, they will do so by enlisting the support of a third party, due to constraints on organizational capacity. The constraints mentioned were lack of information, lack of time, and lack of funding. All community partner interviewees noted that it would be necessary for them to consult with organizations or people more knowledgeable about diversity and inclusivity even if they were to try to develop an in-house training. They would also have to gather information on how to conduct such trainings, as developing and delivering the curriculum would require significant time and funds, and would not take resource allocation priority over everyday services. For these reasons, community partners would prefer to either to hire an external facilitator or work on some collaborative trainings, such as an updated Newcomer Integration Toolkit. External or collaborative trainings also have added value as they foster connections between the organization's members and diverse community members, which is important for relationship-building and transformative change. In-house trainings, by comparison, could result in the tokenizing of individuals within the organization who are a part of a marginalized group. Such an outcome risks emotional harm to the employee, and also wrongly assumes that the identified person is representative of a homogenous group.

Greater Efficacy of Shorter Trainings

PPS and EPC both indicated a preference for shorter training sessions, which are easier for participants to ‘digest’. This can help with trainee engagement, and it is likely to face less resistance in terms of delivery, due to shorter trainings being less resource-intensive. As the PPS representative noted, inappropriately-sized trainings can make trainees feel as though they’re being bombarded with information, creating a sense that they are not good enough, which may actually result in a negative reception and counter the intended outcomes. The EPC gave an example of successful “lunch and learns” (a training presentation which takes place over the span of a lunch break) they conduct with clients about addressing poverty amongst employees within the workplace.

Greater Efficacy of Mandatory Trainings

All of the community partners involved in the interviews belong to larger provincial or national organizations, which offer standardized services and have an obligation to fulfill well-defined mandates. Reflecting this structure, policies and trainings are also standardized to meet baseline requirements rather than expanding further into particular areas of interest or concern. Each organization does have some autonomy in implementing additional policies or trainings relevant to their unique contexts, but this can only come after the fulfillment of any mandated initiatives. The PPS has the least amount of flexibility here, being the most highly standardized community partner. In these large, centralized organizations, mandatory trainings help to ensure consistency between departments and individuals, so that all clients are able to receive the same level or service. Mandatory training also encourage a “cultural shift” (PPS, personal communication, March 6th 2019) within the organization, rather than having a select group of keen individuals who then have to take on the role of managing all diverse clients.

Greater Efficacy of Discursive Approaches

This finding was largely based on the PPS representative’s own experience as a Community Development and Engagement Coordinator, which involves both developing and delivering educational programming or training. This first community partner interview highlighted the importance of relationship-building for creating and sustaining change. By “discursive approaches” we mean trainings and resources which open up dialogue which both trainees and trainers can engage in, as opposed to those trainings in which a trainee simply receives information without being able to engage further than what they are being told. Highly technical trainings, or online trainings, may allow the trainee to learn content but does not allow for them to effectively work through their emotional responses to sensitive topics. “I think what gets at the heart of diversity, equity and inclusion is transformative learning, and transformative learning requires discourse... it requires the opportunity to talk about what you are feeling about the content and to compare it to other people’s reactions, that’s what makes for transformative learning” (PPS, personal communication, March 6 2019).

Recommendations and Conclusions

Our recommendations are derived from outcomes of the DEEP list survey and all conducted interviews. These recommendations are organized in order of actionability for the NCC and include increasing awareness of the DEEP list for community partners through existing channels; marketing programs to all community members to promote diversity and inclusion in the city; moving towards less technical training approaches; and making trainings mandatory

Increase awareness of the DEEP list for Community Partners.

As a resource to support local organizations becoming more knowledgeable about diversity, equity, and inclusivity, the DEEP list is underused. Given that some of the available trainings are free or offered at relatively low cost, current awareness and input into the DEEP list is a gap in the availability of support and resources. We thus recommend changing how the DEEP list is marketed to community partners in Peterborough. Through our interviews with the YMCA and EPC, as well as survey results, we found a general lack of knowledge about the existence and purpose of the DEEP list. Successfully marketing the DEEP list includes increasing the visibility of the list on the NCC website, to begin with. Beyond this, reaching out to community partners with an interest in diversity and inclusion training, as well as marketing the list through the Peterborough Immigration Partnership (PIP) and other networks, would attract more attention to these trainings

Market programs to all community members, including newcomers.

Promoting diversity and inclusion in the community involves making more resources, workshops, working groups, and trainings available to more people. The NCC currently focuses its efforts on immigration services for its newcomer clients. Currently, then, this recommendation may be unactionable given the fixed capacity of the NCC to meet existing priorities, and then expand into new programming for general community members. However, larger community partners on the DEEP list could offer some programming for interested newcomers and community members

Employ less technical approaches to training.

Technical approaches to training on diversity and inclusion, while effective at delivering content, offer no real opportunity to engage with the emotions that arise when learning about sensitive material. Human connection is at the core of inclusion and micro-interactions have significant potential to influence individual attitudes and behaviors. We thus recommend taking a discursive approach that values dialogue and transformative learning, wherein trainees are able to work through emotions and engage with the lived experiences of newcomers. This would build empathy and sensitivity to newcomers.

Make diversity and inclusion trainings mandatory, more frequent, and of shorter duration.

Making diversity and inclusion training comprehensive and mandatory may assist in eliminating the gaps between employee and employers . Instituting this training could be challenging to organizations daily operation, especially for the critical services whose employees might be unable to take time off of work to complete the training. However, moving away from extended training periods and translating programs into smaller, more digestible units will encourage participation and ease scheduling.

Rejoinder

This research uncovered a trend in the conceptions of community for newcomers, which is principally shaped around the NCC. Given the limitation of participant selection, there persists a tendency for newcomers to form a more insulated community whose members frequent the NCC and utilize its services. These newcomers are highly dependent upon the NCC and make use of this community for support; however, this insulated grouping may make it more difficult for newcomers to join other groups, pursue new activities, and generally branch out into the wider community. While it is important for newcomers to locate and find community amongst themselves, this should not foster a dependence that limits engagement to that smaller social sphere and denies individuals opportunities to become part of the greater Peterborough community.

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Appendices

Appendix A - Consent Form

Diversity & Inclusion: Developing a Community Resource for an Immigrant Friendly Community Participant Consent Form

You are invited to participate in a study entitled *Diversity & Inclusion: Developing a Community Resource for an Immigrant Friendly Community*, being conducted by Kevin Maina, Jessica Topfer, and Patrick McGuinty in partnership with the New Canadians Centre.

Kevin Maina, Jessica Topfer, and Patrick McGuinty are undergraduate students in the department of International Development Studies at Trent University. This study is part of the requirements for the International Development Studies Assessment of Development Projects course. You may contact each or any member of the research team, should you have any further questions after the interview via email at the following addresses: kevinmaina@trentu.ca, jessicatopfer@trentu.ca, and johnmcguinty@trentu.ca. This project is in conjunction with the coordinator of the Trent Community Research Center (TCRC) Ryan Sisson who can be reached at rsisson@trentu.ca. This project itself is being supervised by employees of the New Canadians Centre, Bhisham Ramoutar, Reem Ali, and Sabina Thiessen who you can reach at (bhisham@nccpeterborough.ca, reem@nccpeterborough.ca, and sabina@nccpeterborough.ca), and facilitated by Trent University Instructor Sam Grey (sgrey@trentu.ca).

This research is being funded by the department of International Development Studies at Trent University.

Purpose & Objectives: The project will support the revamping of the piloted *Newcomer Integration Toolkit*. The purpose of efforts such as this project, is to contribute to the long-term growth and sustainability of communities by providing research to inform the construction of a new manual which will facilitate diversity and inclusion training for organizations. Research for this project will also contribute to the Diversity and Equity Education Peterborough list, a community resource for organizations and individuals interested in conducting diversity and inclusion training.

Importance of this Research: The purpose of this project is to conduct research which will provide partners and supporters of the New Canadians Centre with tools to become more knowledgeable of, and responsive to diversity and inclusivity within the community. The experiences, views, and feelings of newcomers to Canada are increasingly important as Canada seeks to welcome higher numbers of immigrants as populations decline. Reconciling the experiences of newcomers with the demands of organizations and communities they interact with by specific and targeted programming stands as an important gap that this research seeks to address through contributions to an updated Newcomer Integration Toolkit for these stakeholders.

Participants Selection: You are being asked to participate in this study because you hold valuable intrinsic knowledge based on your experience as either a newcomer or as a representative of a public or private organization operating within the Peterborough region. You have been identified as a person of interest in this study through the New Canadians Centre.

What is involved: If you consent to voluntarily participate in this research, your participation will include a face to face semi-structured interview, to be scheduled at your convenience. The interview will be

audio/visually recorded and transcribed; however, you have the option to not be taped, in which case hand-written notes will be taken.

Inconvenience: Participation in this study should not cause any inconvenience to you beyond the time taken to schedule and conduct the actual interview.

Risks: To the best of our knowledge, there will be no anticipated risks either physically or emotionally to the participants within this research or study. Furthermore, participants will not experience any form of deception from the researchers at any point.

Benefits: The potential benefit of your participation in this research includes making a contribution to encouraging inclusivity and diversity within the Peterborough community. Your participation will allow for the collection of information which informs the ways in which public and private groups can improve their practices in order to strengthen the relationship between newcomers and local organizations, thereby increasing opportunities for all members of our community.

Voluntary Participation: All participation within the current research is entirely voluntary. Each participant has the right to withdraw from the research process at any time without needing to explain your reasons or worry of facing any consequences. Furthermore, as a participant you are also entitled to refuse to answer any question you do not feel comfortable answering, or simply do not wish to answer. Should you decide to withdraw from the current research all information that you have provided will be destroyed.

Anonymity: This project necessitates that participants waive their anonymity to allow the New Canadians Centre full access to/use of audio recordings, visual recordings, and transcripts of interviews. Additionally, by waiving anonymity, participants agree to their name being attributed to their responses in project results and future uses of such recordings and transcripts.

Confidentiality: Your confidentiality and the confidentiality of the data obtained through your participation will be protected by restricting storage and access. Audio/visual data will be reproduced into a written digital form at the close of each day; those digital files will be individually password-protected and kept on an encrypted hard drive, in a safe during the data processing phase and kept with the NCC at the end of the project.

Dissemination of Results: It is anticipated that the results of this study – including portions of your interview, potentially direct quotations – will be shared with others through: (1) a written report which will be submitted to the New Canadians Centre; (2) raw data (transcripts and audio/visual recordings) submitted to the New Canadians Centre; (3) a placement report submitted to the project's faculty supervisors; (4) an in class interim presentation; (5) a public "celebration of research" presentation upon project completion; and (6) a final report will be posted on the TCRC website and will be available for public download. The final project report based on the research findings of this interview will be submitted to the New Canadians Centre will be used to inform the creation of a training tool for organizations which will be made publicly available. The written report submitted to the supervisory faculty will also be made available to students of Trent University, as they are kept in a physical archive for future students in the department of International Development Studies.

Disposal of Data: The data generated from this study will be kept on file within the New Canadians Centre until they have completed their new "integration toolkit". The New Canadians Centre will then be responsible for disposing the data once they no longer have a need for it.

Contacts: Individuals who may be contacted regarding this study include each of the researchers and their supervisors (see contact information on page 1). You may also verify the ethical approval of this study, or raise any concerns, by contacting Trent University's department of International Development Studies at 705-748-1011 x 1339.

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researcher, and that you consent to participate in this project.

Name of Participant	Signature	Date
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*A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix B - Newcomer Interview Guide

Newcomer Interview

Thank you _____ for participating in this interview/project, we really appreciate your time in coming over to talk with us today. As you might be aware, the purpose of this project is to conduct research which will provide community partners and supporters of the New Canadians Centre with tools to become more knowledgeable of and responsive to diversity and inclusivity within our community. Just to ensure that you are aware, you may stop this interview at any time if you are uncomfortable or do not wish to continue. Similarly, if there are questions that you do not wish to answer please let us know and we will continue on without asking them. Have you reviewed and signed the consent form provided to you by the New Canadians Centre? Do you have any questions before we begin?

Introduction

These are just some introductory questions that we would like to ask you so that we can have a better understanding of your background information, your employment history, your education, and some of the reasons behind you moving to Canada.

- How long have you been in Canada?
- How long have you been in the Peterborough area?
- How old are you?
- What is your country of origin?
 - was _____ the last country you lived in prior to coming to Canada? If no, which was your last country of residence?
- Do you live inside or outside of Peterborough?
- Whom do you live with/ are you in a relationship?
- Does your family also live in the Peterborough region? Ontario? Canada?
 - *If yes:* what members of your family live within the Peterborough region? Ontario? Canada?
- Are you currently employed, or have you been employed within Canada?
 - *If yes:* where and what is/was your position?
- What other positions, employment or volunteer wise, have you held since moving to Canada?
- Have you been enrolled in school since arriving in Canada? (e.g. secondary school, college, university, Fleming ELS, etc).
- Why did you move to Canada?
- What did you know of Canada before moving here?
- Do you volunteer with the NCC, or do you attend training at the NCC?

Regarding Integration

These questions are designed for us to get a better understanding on your perception of issues and challenges relating to integration (“The process of amalgamating diverse groups within a single context, usually applied to inter-racial interaction in housing, education, political and socio-economic spheres or activity, or the integration of marginalized children into neighborhood schools and classrooms” (Community Race Relations, 2011, P. 58).), and what your thoughts are about how you see yourself within the Peterborough community, and how you feel the Peterborough community relates to you.

- What does community mean to you?
- Do you feel you are a part of the Peterborough community?

- What are some of the things that the Peterborough community could improve on? (What changes in the Peterborough community would you like to see, given your experiences?)
- What are some of the things you like about the Peterborough community?
- What does welcoming mean to you?
- Can you tell us of a time when you felt welcomed within the community?
- Did you encounter any barriers with adjusting to life in Canada and the Peterborough area?
 - By barriers, we mean any systemic obvious or ambiguous obstacles which must be overcome for social, economic or political equality and inclusion to be possible.
 - *If yes:* do you still struggle with the same barriers today? (Barriers - Systemic overt or covert)
- In facing those barriers, did you seek out support within the community?
- Did your community support you in overcoming those barriers?

Regarding Supports

These questions seek to identify how relevant, accessible, or helpful you have found existing support systems within Peterborough. Our use of the word ‘supports’ refers to programs, courses, organizations, family, friends, groups or financial aid that was helpful/aided in living in Canada and the Peterborough area.

- Did you access such supports as an individual, with friends, or with family?
- How difficult did you find it to access such supports?
- Did you receive adequate tools or guidance to overcome your barrier(s)?
- Was there any particular barrier(s) you could not find support offered for?
- Are there any programs in your area which have helped your transition into live within Peterborough?
 - *If so* which programs and what organizations provide them?
 - *Apply the following to each program mentioned above*
 - How did you hear about the program?
 - For how long did you participate?
 - What part of the program did you find the most useful/helpful?
 - Did these programs include Peterborough locals as well as newcomers?
 - If you could change the program in any way, how would you improve it?
- Are there any particular programs or supports you have used that you would recommend to other newcomers?
- In what ways, if any, could accessibility and awareness of supports be improved?

If employed

With these questions we are hoping to find out more about your previous employment history, as well as what your experience has been like in regard to working in Canada/Peterborough.

- Where you employed before coming to Canada? If so what was your position?
- What are some of the differences, if any, you found between your previous employment experiences outside of Canada and working in Canada?
- How long have you been employed with (insert employer)?
- Are you satisfied with your current employment?
- What are some of the things you and your co-workers like about your employer?

- What are some of the things you and your co-workers think could be improved about your employer?
- Does your workplace have a welcoming environment?
- Do you feel included in your workplace?
 - *If no:* what are some of the challenges you face in regard to being included?
- Does your workplace offer multicultural/diversity/inclusion training to all employees?
 - *If yes:*
 - Is this training ongoing?
 - Do you feel it was relevant and helpful?
- What could your employer do to make your workplace more welcoming and comfortable for newcomers?
- Do you like working in Canada?

If a student

The goal of this section is to help us get a better idea of the role educational institutions can play in the integration process. The questions will address what your school/institution offers or offered in terms of programs which have helped you understand and engage in the Peterborough community.

- What are you studying?
- What year are you in?
- Are there any programs or projects offered by your school which have helped you integrate into the Peterborough community?
 - *If yes:* are these mandatory or voluntary?
- Are you a part of any clubs or groups at your school which have helped you connect with the Peterborough community?

Conclusion

This final section is to cover anything we might have missed, and to give you a chance to share some of your own ideas and experiences that we may not have touched on

- After being within Peterborough for _____ do you feel that the community is welcoming?
- Do you feel as though there are adequate supports and programs for newcomers to successfully integrate in the Peterborough community?
- What types of supports (existent or non-existent) do you think are key for assisting newcomers being comfortable and successful in their new communities?
- Are you aware of any difficulties that your friends from other cultures might have had with feeling included within Canada/Peterborough society?
- Is there anything you think we may have missed, which is important to your experience or the experience of other newcomers, that you would like to add?
- Do you have any question for us, in regards to this interview or the project as a whole?

On behalf of our team and the New Canadians Centre we would like to thank you for your time today in answering our questions. If you have any further questions or would like to follow up on your interview, please feel free to reach out to _____, _____, or myself at any time. Our contact information can be found on the consent form.

Appendix C - Community Partner Interview Guide

Community Partner Interview

Thank you _____ for participating in this interview/project, we really appreciate your time in coming over to talk with us today. As you might be aware, the purpose of this project is to conduct research which will provide community partners and supporters of the New Canadians Centre with tools to become more knowledgeable of and responsive to diversity and inclusivity within our community.

The purpose of this interview is to elaborate on your role as a community partner, and will seek explore:

- Existing diversity and equity trainings and/or resources used by your organization for newcomers.
- Potential gaps in these tools and constraints to the development, administration and accessibility of trainings and/or resources for newcomers.
- How suitable current trainings and/or resources are for newcomers and how they may be improved upon.

Just to ensure that you are aware, you may stop this interview at any time if you are uncomfortable or do not wish to continue. Similarly, if there are questions that you do not wish to answer please let us know and we will continue on without asking them.

Have you reviewed and signed the consent form provided to you by the New Canadians Centre?
Do you have any questions before we begin?

Introduction/Background Information

These questions relate to your organization, its size, scope, activities, mandate, and history within Peterborough.

- What organization do you represent?
- What kind of organization is _____? (e.g. non-profit, business, governmental, etc)
- How long has _____ operated within the Peterborough community?
- How long have you worked with _____?
- How is your organization structured?
- What is the long term goal of the organization?
- What types of service(s) or product(s) does your organization provide?

On Organizational Diversity and Inclusivity

These questions seek to identify the character of your workplace and how existing policies and practices influence newcomers within the organization.

- Does your organization have policies in place to ensure that they are hiring inclusively?
- Does your organization have policies in place that encourage a welcoming atmosphere?
- How many employees are within your organization?
- Of these employees, how many are new Canadians?

- For clarification, a *newcomer or new Canadian* is an immigrant or refugee who has been in Canada for a short time, usually less than 5 years.
- Do you feel like your organization hires from a diverse cultural background?
 - *If no:*
 - What, in your opinion, may the reason be for this lack of diversity? (e.g. location, language, mismatched accreditation, etc).
- Would you consider your workplace to be welcoming and inclusive?
 - By *inclusive*, we mean engaging in the practice or policy of including those who may otherwise be excluded or marginalized.
- How are issues around inclusivity and welcoming resolved within your organization?

Training Programs

These questions focus on the presence, access and use of diversity and equity training and resources, as well as the challenges and workarounds your organizations employs where issues present themselves.

- Does your organization offer a workplace diversity and inclusion program(s)?
 - *If no:*
 - Why not?
 - *If yes:*
 - Is this program mandatory or voluntary?
 - How frequently must employees update their training?
- Does your organization administer diversity and inclusion training itself, or does it enlist a third party to conduct training?
 - *If training is internal:*
 - What resulted in your decision to internally conducted training?
 - Please give a brief description of the training which takes place within your organization (i.e. length of training, how training is delivered, what topics are discussed, etc).
 - How often is this training updated?
 - *If training is external*
 - What organization did you enlist for training services?
 - Please give a brief description of this program (i.e. length of training, how training is delivered, what topics are discussed, etc).
- What challenges does your organization face when it comes to multicultural initiatives? (e.g. resistance from employees, lack of resources, lack of information, etc).
- How does, or has, your company overcome these challenges?
- How relevant have you found this training to your day to day operations?

Conclusion

These final questions aims to uncover anything we might have missed, and to give you a chance to share some of your own ideas and experiences that we may not have touched on.

- What other trainings might your organization be likely to employ if made available?
- What support could your organization benefit from in regards to developing and administering diversity and inclusivity training?
- Which aspects of your training program(s) do you feel have been successful?
- What do you think your organization could improve upon in regard to being more welcoming and inclusive?

- Following training program(s), do you feel your employees are well equipped to engage in a diverse workplace?
- Is there anything you think we may have missed, which is important to your experience or the experience of other community partners, that you would like to add?
- Do you have any question for us, in regards to this interview or the project as a whole?

On behalf of our team and the New Canadians Centre we would like to thank you for your time today in answering our questions. If you have any further questions or would like to follow up on your interview, please feel free to reach out to _____, _____, or myself at any time. Our contact information can be found on the consent form.

Appendix D - DEEP List Survey

Diversity & Equity Education Network

The Diversity & Equity Education Network of Peterborough (DEEP) List details the available resources, training and opportunities offered by organizations in the city of Peterborough and that are accessible to the community.

The DEEP List is a community resource for connecting organizations and individuals interested in conducting diversity and inclusion training.

The purpose of this survey is to review and update the DEEP List.

* Required

Organization & Resource Information

The following questions are for the purpose of updating your organization's contact and employment information.

1. Organization name *

2. Organization type

Mark only one oval.

- Non-profit
- For profit
- Non-governmental organization
- Governmental
- Other: _____

3. How many employees are within your organization

Mark only one oval.

- Less than 15
- 16 - 30
- 31 - 50
- More than 50

4. Primary contact person

5. Phone

6. Email

7. Website

8. Are there any other organizations which provide diversity and equity resources including training which would be a good addition to the DEEP list? *

Gap Analysis Questions

The following questions pertain to a current project of the NCC, which seeks to identify resource gaps where diversity and equity training is concerned. Please feel free to elaborate on details, situations, and current workarounds in place to address challenges encountered in developing, promoting and administering of trainings and how best these could be overcome.

9. How do you promote your resources?

10. When was your resource last updated?

Mark only one oval.

- Within the last year
- Within the last 3 years
- Over 3 years ago
- Never
- Other: _____

11. What challenges has/does your organization face when developing equity resources including training?

12. What challenges has/does your organization face when administering programs?

13. What additional supports do you/would you look for from external organizations?
e.g. funding, marketing, volunteers, etc.

14. When reaching out for support and resources, where do/would you look?

15. Additional notes

Please let us know if there is anything else about the resource you provide that you would like us to include which may not fall under the preceding questions

DEEP List Update

Please take a moment to update your organizations content on the DEEP list if you have not done so in the past month.

DEEP List Google Doc:

https://docs.google.com/document/d/1RhgL-5LmQdvZxsFopRWzxLuWcP_0XRfM-kFVUXx9Xto/edit?usp=sharing