

## Needs Assessment of Amharic, Oromo and Tigrinya-speaking Refugee Newcomers in Burnaby



MOSAIC  
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*Little by little the egg will walk* (East African proverb)

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# 1 Executive Summary

MOSAIC commissioned an asset-based needs assessment of the Tigrinya, Amharic and Oromo-speaking communities (primarily from Ethiopia and Eritrea) in Edmonds, Burnaby, due to long waiting lists for its case management program for immigrants facing multiple barriers in their settlement journey. The settlement for the members of these three communities is reported to be longer than some other refugee groups.

Desk research, semi-structured interviews with representatives of nine community service providers (including five participants from MOSAIC) and two community leaders, a youth leader focus group and a community engagement forum provided data for a triangulated snapshot of the assets and needs of these communities (see appendices for detailed methodology). Over 125 community members participated in this needs assessment which is a substantial sample, albeit non-representative.

A context review suggests that these language communities, particularly those from Eritrea (primarily Tigrinya speakers - the other two languages are mainly spoken in Ethiopia), are vulnerable due to long resettlement journey which sometimes covers multiple countries, placing them at risk of trauma. The review also showed that, while a much smaller group in comparison to the group of Syrian arrivals, the number of refugee newcomers from these communities is likely to rise in the short-term. There is already a high concentration of individuals from these communities living in Edmonds area of Burnaby. This increase represents a challenge for meeting these groups' settlement needs, because there are no settlement services in the Lower Mainland, and Burnaby (except for MOSAIC Moving Ahead), provided by people who speak these three languages. The research suggests that many from these communities have very limited English skills. This means that this newcomer group can typically only access services with the assistance of interpreters, or not at all.

## 1.1 Conclusions

From a review of the main findings, the following tentative conclusions can be made:

- This group of newcomers should be viewed by service providers as resilient, with many assets, but also vulnerable, with a likely experience of trauma requiring intensive support.
- One of the assets of this group of newcomers is that they are able to create a vision and plan for their settlement, but they require detailed first language settlement and service information to be able to understand how services can assist them to achieve the preconditions of integration at different stages of settlement.
- Language appears to be the main barrier to accessing services for this newcomer group. They do not have the language level required to receive service provided in English. This situation is further complicated by the fact that many of them work and do not have the time to learn English, or they are on waitlists for language classes.
- Service providers could benefit from the opportunity to come together to learn more about this newcomer group and co-ordinate their services, particularly as the size of this group is likely to increase in the short-term.
- It appears that community building and peer support could be potential approaches for fostering the settlement of this newcomer group and their connection to other communities as

there are already respected community leaders, existing community associations, and a need for language-specific support.

- This newcomer group requires an immediate focus on housing, language improvement, health literacy, participation in further education and job search skills and tasks.
- Since this needs assessment emphasized the youth cohort, it can be concluded that the number one outcome to be achieved with this newcomer group is orientation to the education system and parental involvement in school activities/life. Given the concern about school engagement by youth and adults in these communities, further investigation of their educational experiences could be beneficial.
- Since many are working, provision of services outside of normal working hours will be important.

## 1.2 Recommendations

### **MOSAIC or other settlement service providers could:**

- Consider hiring part-time peer outreach and settlement workers who speak the languages of these communities who could provide basic information and help bridging to mainstream settlement services;
- Consider provision of settlement services (Guided Pathways) in Tigrinya, Amharic and Oromo;
- Link with the Burnaby School District and New Westminster SWIS to strategize about how to meet the educational orientation needs of this newcomer group;
- Link with the Burnaby Intercultural Planning Table to discuss the needs of this newcomer group and how services could respond to these needs;
- Invite health services to give presentations to staff and clients from this newcomer group about health literacy and streamlined bridging to and from health service providers;
- Provide a biannual settlement fair for this newcomer group at the Edmonds Community School on a Saturday with a focus on educational orientation, health literacy, housing, further education and job search;
- Consider how they can urgently address the need for language learning for this newcomer group;
- Start a jobs club for this group that could then connect them to mainstream employment services;
- Target different cohorts for settlement workshops related to the outcomes differentially identified by them in this research, i.e. for women a focus on financial literacy;
- Consider how they can increase case management for this group of newcomers;
- Provide a series of field trips in their first language to orientate this newcomer group to recreational and culture services;
- Consider how they can expand their services to at-risk youth from these language-speaking communities including: first language topical workshops, critical life skills, and leadership training;

- Create peer settlement support groups for this newcomer group to combat isolation and enable exchange of useful information and strategies;
- Explore how they could resource programs or services for this newcomer group that involve a community development approach;
- Convene a meeting of service providers to provide further information about this newcomer group and discuss interagency collaboration to meet their needs.

**The community could:**

- Identify community mentors/role models and host talks by them in churches and/or schools so that newcomers from this group can see options for reaching their full potential in Canada;
- Form informal study/support groups for the driving license tests (particularly the Learner's License) and for Canadian citizenship;
- Partner with MOSAIC or other settlement organizations to see how they can dovetail their work in aid of the settlement and integration of this newcomer group;
- Link with the Parent Advisory Councils (PACs) to see if there is any available funding to support educational orientation of parents to encourage them to become involved in the school PAC if they have sufficient language skills;
- Provide an opportunity for faith leaders of this newcomer group to come together to strategize about fostering intercultural connections and securing resources to create these opportunities.

**SWIS (Burnaby/New Westminster) could:**

- Consider hiring staff who speak these languages.
- Ask the School District to further investigate the educational experiences of youth from this newcomer group.

**Social, cultural and recreational and employment services could:**

- Link with SWIS or other immigrant serving organizations (ISOs) to reach out to these communities and ensure that their clients become aware of and engaged with these services.

## 2 Introduction

In February of 2017 MOSAIC commissioned a settlement and integration needs assessment of the Tigrinya, Amharic and Oromo-speaking communities, primarily in Edmonds area of Burnaby. MOSAIC staff have become concerned about the multiple settlement barriers this group of newcomers (primarily from Eritrea and Ethiopia) is facing, resulting in long waitlists of clients from these communities for its case management program called Moving Ahead. Many from this newcomer group have or are settling in Edmonds, close to other residents from Eritrea and Ethiopia, as well as their faith communities. MOSAIC's initial assessment was that this newcomer group was taking longer in their settlement process compared to other newcomer groups.

To that end, this asset-based needs assessment sought to explore the barriers to and levels of integration for this newcomer group, as well as the extent of their settlement needs. This research focused on the needs of members of these three communities who were in Canada eight years or less.

### 2.1 Aim and Objectives

The aim of this research was:

Using a participatory and culturally-sensitive approach emphasizing the youth cohort, to scope the assets and integration needs of the Amharic, Oromo and Tigrinya speaking community primarily in Edmonds area of Burnaby.

The objectives of the needs assessment for this community were to:

- Scope its socio-demographic profile of the research participants;
- Profile service usage, including the gaps in and challenges to provision, and identify access barriers to those services by Amharic, Oromo and Tigrinya speaking newcomers in Edmonds;
- Describe a vision, set a baseline, and prioritize the integration outcomes for this newcomer group, prioritizing the services that could be implemented to achieve these outcomes;
- Describe the community assets that can be leveraged in service delivery
- Raise the awareness of local service providers as to the needs of this newcomer group and vice versa;
- Offer recommendations for culturally sensitive, accessible service provision to meet the identified priority integration outcomes.

Desk research, semi-structured interviews with representatives of nine community service providers (including five participants from MOSAIC) and two community leaders, a youth leader focus group and a community engagement forum provided data for a triangulated snapshot of the assets and needs of these communities (see appendices for detailed methodology). The breakdown of research participants is as follows:

- One-hundred and twenty-five community members participated in the community engagement forum and the socio-demographic profile of participants. Of this total, 80 participated in the data collection process about service awareness, the ideal settlement journey and priority

settlement outcomes. The rest were children or community members who did not meet the inclusion criteria of eight years or less in Canada, but assisted newer members of their community to attend.

- Nine youth leaders participated in a youth needs focus group and two adult community leaders were interviewed.
- Eighteen staff from seven service providers completed an interview or questionnaire about the needs of the newcomer group.
- Five MOSAIC staff were interviewed or participated in a focus group.

Of note, while members of the Oromo speaking community were invited to the community forum, they were not able to attend. Therefore, the data in this report may be more representative of the assets and needs of the Amharic and Tigrinya-speaking communities (see appendices for more detailed methodology).



## 2.2 Context Review

The communities speaking Amharic, Oromo and Tigrinya targeted by this needs assessment are from Eritrea and Ethiopia and are culturally distinct. Individuals who speak Oromo or Amharic come from Ethiopia, while individuals who speak Tigrinya as their mother tongue are most likely from Eritrea (although some Ethiopians speak this language). Arabic may be understood by some from Eritrea.

In 2015, Eritreans were the fourth most common group of refugees trying to cross the Mediterranean ([www.unhcr.org](http://www.unhcr.org)). In 2014, Eritrea was ranked no. 2 as the source country for refugees admitted to Canada.<sup>1</sup> The Government of Canada has committed to resettling 4,000 Eritrean refugees between 2014 and 2019.<sup>2</sup>

Many Eritrean refugees come to Canada via refugee camps in Ethiopia. UNHCR reported that by October 2016, 18,455 Eritreans sought refuge in Ethiopia, in addition to the 57,800 already living in refugee camps there. Some Eritreans also seek refuge in Sudan (averaging around 1,000 arrivals per month).

Eritreans usually flee to avoid compulsory national service which has no stated time limit and can be protracted, as well as poverty and lack of economic opportunities. Horwood and Hooper say, "Eritrean refugees stand out for the frequency and distance of their onward movement," from their countries of first asylum which they usually leave due to lack of protection and opportunity.<sup>3</sup> They are considered to be a special case because of their high mobility. This group's journey to a final country of asylum generally includes travelling from Ethiopia to Sudan and South Sudan, then onwards to Libya, perhaps Egypt and for many, Europe. In the past, others have travelled from Sudan to Egypt and then into Israel, although Israel has now sealed its borders with Egypt. Most Eritrean refugees use smugglers along their journeys.

These long journeys put this group at risk of victimization along the way. Horwood and Hooper point out, "It is a sad reality that most Eritrean migrants interviewed along their migration route or in their country of destination tell stories of experiencing and/or witnessing incidents of physical or sexual violence, exploitation, abduction, detention, refoulement, and even death during their journey."<sup>4</sup> Many are young men with secondary education or less, and children. High mobility and the clandestine nature of their travel makes this group hard to reach with human aid and there are also challenges monitoring their migration flow so that there is debate about how many Eritreans have actually fled the country.

While a smaller group, Ethiopians also experience displacement (in 2016, there were 5,707 Ethiopians in Yemen, [www.unhcr.org](http://www.unhcr.org)) due to crackdowns on freedom of expression, censorship, lack of economic opportunities and human rights abuses. Al Jazeera (2015) documents political tensions between the Amhara, the Oromo and Ethiopian Tigrayans, citing the Oromo as a "marginalized majority."<sup>5</sup> Reuters (2016) documented the experience of refugees in Calais who fled Oromia (the Oromo region in Ethiopia)

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<sup>1</sup> IRCC.

<sup>2</sup> ISS of BC. (2014). *Refugee Newcomers in Metro Vancouver- Changing Faces and Neighbourhoods, 2010-2013*. ISSofBC: Vancouver.

<sup>3</sup> Horwood, C. and K. Hooper. (2016). "PROTECTION ON THE MOVE: ERITREAN REFUGEE FLOWS THROUGH THE GREATER HORN OF AFRICA." Migration Policy Institute: USA. p.4.

<sup>4</sup> *ibid*.

<sup>5</sup> Hussein, H. (2016). "If Ethiopia is so vibrant, why are young people leaving?" Al Jazeera, April 28<sup>th</sup>, 2015. [www.aljazeera.com](http://www.aljazeera.com).

due to persecution after protesting against the Ethiopian government for exploitation of resources in the region.<sup>6</sup> There are also documented religious tensions in Ethiopia.

Immigration, Refugees and Citizenship Canada (IRCC) data on intended province of settlement for refugees showed that the majority of refugee newcomers speaking Oromo, Amharic or Tigrinya did not state the province they intended to settle in. The table below shows the number of resettled refugees to Canada from the three communities.<sup>7</sup>

**Table 1.1 Tigrinya, Amharic and Oromo-speaking refugees Resettled in Canada, 2011-September 2016**

	2011	2012	2013	2014	2015	2016	TOTAL
<b>Amharic</b>	390	350	385	315	160	250	1850
<b>Oromo</b>	460	285	325	220	200	180	1670
<b>Tigrinya</b>	620	725	1120	1215	1125	2410	7215
<b>TOTAL</b>	1470	1360	1830	1750	1485	2840	10,375

Since Census 2016 tabulations for language are not set for release until August 2017, we are reliant on 2011 Census data to scope the population of this newcomer group in Burnaby.

**Table 1.2 Tigrinya, Amharic and Oromo-speaking Population Burnaby City, 2011<sup>8</sup>**

Oromo	Amharic	Tigrinya	Total
50	255	130	435

Immigration, Refugees and Citizenship Canada indicates that to date, Eritrea is one of the top source countries for the estimated 720 government-assisted refugees (GARs) that will be resettled in the Lower Mainland in 2017.<sup>9</sup> While the number of arrivals is nowhere near that of Syrian refugee newcomers, given the national statistics set out in Table 1.1 the size of this newcomer group is set to increase over the short term. Census 2016 figures will likely show a large increase in this newcomer group since 2011. Since many have settled in Edmonds, new arrivals may also intend to move to this municipality to be close to existing community networks.

MOSAIC's Moving Ahead Program provides one-to-one case management settlement services to newcomers facing multiple barriers for a period of 12-18 months. It is also providing a youth leadership training for this newcomer group. Currently, it has three staff members (one permanent and two temporary) who speak Amharic and Tigrinya and can serve this newcomer group. The majority of clients from this newcomer group require services in their mother tongue. Staff caseloads are full (N=41) with further 54 clients on the waitlist. The feedback from staff is that at file closure, clients still require services in their mother tongue, but there are no settlement services that they can connect clients with staff who speak the required languages. Therefore, these clients keep attending the service long after their file should have been closed. The MOSAIC Family Centre (serving vulnerable immigrant parents and children) has staff that speak these languages.

<sup>6</sup> Hayden, S. (2016). "Ethiopians who fled over land rights now face eviction from Calais "Jungle." October 24, 2016. [www.reuters.com](http://www.reuters.com)

<sup>7</sup> retrieved from [www.open.canada.ca](http://www.open.canada.ca) - resettled refugees.

<sup>8</sup> Statistics Canada, 2011 Census of Population, Statistics Canada Catalogue no. 98-314-XCB2011035.

<sup>9</sup> From IRCC.

The Settlement Workers in Schools (SWIS) program for Burnaby School District indicated for this needs assessment that Tigrinya is one of the top 10 mother tongues for clients in their service and Eritrea is one of the top eight countries of citizenship. In the previous fiscal year (April 2015-March 2016) 51 clients indicated Eritrea as their country of citizenship while 46 did so for April 2016-March 2017 fiscal year.

Other than Moving Ahead and the MOSAIC Family Centre, no other services could be found in Burnaby where the three languages were spoken by service providers. Burnaby SWIS does not provide language/ethno-culturally specific services as the program focuses on working with multicultural groups to create intercultural connections, although staff do speak languages other than English. Limited services could be found across the CMA for Oromo and Amharic speakers, but none for those who speak Tigrinya.

There are three community associations relevant to these communities in Vancouver: Oromo Community Association of BC; Eritrean Community Association (located in New Westminister), and the Ethiopian Community Association. The table below sets out the role of these associations.

**Table 1.3 Role of Relevant Community Associations**

Association	Role (as listed on their websites)
Eritrean Community Association of Vancouver (vaneritrea.com)	<ul style="list-style-type: none"> <li>• Empower our members by giving them a voice in the community at large and an opportunity to share their experience, concerns and perspective.</li> <li>• Create opportunities to introduce the Eritrean Community to the larger Canadian public by working together and exchanging cultural, historical and traditional experience.</li> <li>• Provide informational session to non-Eritrean origin Canadians about Eritrea, its culture, history, arts, music and social events organized by the community.</li> <li>• Preserve and enhance Eritrean languages and cultural awareness.</li> <li>• Identify and address issues that affect the wellbeing of the Eritrean community.</li> <li>• Bridge the cultural gap between members and Canadian society.</li> <li>• Represent and advocate for members of the Eritrean community.</li> <li>• Offer relevant programming, activities and resources to members</li> <li>• Provide assistance in matters directly or indirectly related to the settlement and integration of Eritrean newcomers.</li> </ul>
Oromo Community Association of B.C. (www.caayaaoromoo.com)	<ul style="list-style-type: none"> <li>• Self-help and social assistance among its members residing in British Columbia in order to strengthen individual life, family unity, and group survival in times of emergencies and social needs;</li> <li>• Family meditation and counseling</li> <li>• Information and community bridging services to new immigrants and refugees;</li> <li>• Oromo language courses and educational services geared towards the preservation, continuity and development of the Oromo culture and historical heritage to members and the community at large;</li> </ul>

	<ul style="list-style-type: none"> <li>• English Language Services to new comers</li> <li>• Job search and resume writing</li> <li>• Information and referral services</li> <li>• Volunteer income tax services</li> <li>• Scholarship for outstanding high school graduates</li> <li>• Sponsorship and immigration information services</li> <li>• All-community picnic and recreation activities.</li> </ul>
Ethiopian Community Association of BC (www.vancouverethiopia.com)	<ul style="list-style-type: none"> <li>• Social Service</li> <li>• Youth Link</li> <li>• Seniors Club</li> <li>• Boys and Girls Club</li> <li>• Festival Planning</li> <li>• Community Gathering</li> </ul>

The Eritrean Community Association runs a Tigrinya language school at Edmonds Community School every Saturday.

A range of faith-based organizations serve these groups. They are:

- Balmoral Catholic Church – Griffiths Drive
- Al-Salaam Mosque (New Westminster)
- Grace Pentecostal Church (8<sup>th</sup> Street, New Westminster)
- Lakeview Elementary (New Westminster)
- Ethiopian Orthodox Church (New Westminster)
- Zionist Glory Church (New Westminster)
- Eritrean Pentecostal Church (New Westminster)

The main local private sponsors for this newcomer group are: the Ethiopian Orthodox Church and the Eritrean Pentecostal Church.

## 3 Results

This chapter presents a summary of the data collected for this needs assessment under headings which relate to the objectives of the research (see Introduction). To guide the reader, participants were seated at the community engagement forum according to their first language and age so that the data could be disaggregated according to the following groups: Tigrinya-speaking women, Tigrinya-speaking men, Amharic-speaking adults (men and women) and youth.

### 3.1 Socio-demographic Profile of Participants

Some demographic information was collected from participants at the community engagement forum during registration. The points below set out the profile of that group (N=125):

- Forty-two percent (N=53) of participants were female, while 58% (N=72) were male.
- Seventy-five percent (N=94) were from Eritrea and 22% (N=28) were from Ethiopia. Three participants indicated that their country of birth was Sudan.
- Nineteen percent (N=24) reported that their mother tongue was Amharic, while the rest (81%) (N=101) said Tigrinya was their first language.
- Seventy-two percent (N= 90) of participants were under the age of 39 and 35% (N=4) were under 29 years of age.
- The mean number of months in Canada for this group of participants was 22. The shortest amount of time in Canada was 1 month (N=6) with the longest time in Canada reported as 8 years (N=4).<sup>10</sup>
- Seventy percent of participants (N=81) had been in Canada for two years or less, while 58% of participants in the forum had been in Canada for a year or less (N=67). Thus, the vast majority of forum participants were very recent arrivals to Canada.
- Around 60 people participated at tables that were facilitated solely in either Tigrinya or Amharic, indicating that level of English for most of the participants was very low.
- Ninety-nine percent of the participants came to Canada as refugees.
- One-hundred and thirteen participants were from Burnaby, seven were from New Westminister and five were from Surrey.

A detailed analysis of 20 Moving Ahead clients case management needs assessments revealed the following trends:

- Eleven out of 20 were from Eritrea, while 8 were from Ethiopia.
- Eight clients were GAR, while four were Privately Sponsored Refugees - PSR (out of N=12 for whom status was indicated).
- Fifty percent were married, 30% were single and the rest were either separated or widowed.

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<sup>10</sup> 15 participants were disregarded from the analysis of time in Canada since they were over the cut-off for inclusion in this needs assessment.

- Fifteen out of 20 clients were parents with an average of 2 and a maximum five children per family.
- The main strengths noted for clients were: supportive family, high motivation and strong connection to their church.
- The needs/challenges noted for 50% or more of the clients were: lack of English/low English (N=14), finding secure housing (N=13), financial shortages/insecurity (N=13), lack of awareness or access to social subsidies and benefits (N=11), unemployment (N=10) and isolation (N=10). All clients were experiencing at least three settlement challenges.
- The issues most frequently noted by clients themselves as the most critical were: lack of English, financial shortage/insecurity, finding housing and unemployment.

*Tigrinya [speakers, it is] very difficult to outreach to them [we] had to engage someone from their community...in this community it is very noticeable, it is the only way to outreach to them (school service provider).*

- Over half (N=11) had experienced violence or trauma, while case notes for many others indicated that they did not feel comfortable answering the question.
- Fourteen out of 20 indicated that they were not connected to any social support and 12 indicated they were not connected to any other community/social services.
- Thirteen out of 20 indicated they had concerns about their children, while 14 of the 15 parents said that their children were not connected to any social/recreational programs outside of school.
- The majority of clients could read and write in their own language. However, the maximum period of schooling found was 12 years with most indicating around eight years. Half of the sample indicated that their verbal, reading and writing in English was little or none. Out of 16 clients for whom it was noted, only six were attending ELSA/LINC classes and 12 clients indicated they did not have enough English to carry out daily activities. None had completed any other vocational or life skills courses while in Canada.
- Thirteen clients had health concerns (N= 8 had mental health concerns) and 10 of those indicated having no support for those health issues.
- Only four of the sample were working while the rest were in receipt of IA or EI to support themselves financially.
- The majority (N=16) indicated past pre-arrival employment. The main types of jobs were hospitality, construction/labour, cashier, cleaning and health care assistant.
- Over half the sample indicated having no employment goal/target.
- Thirteen clients reported no knowledge of Canadian laws, rights, responsibilities and duties.

### 3.2 Community Assets

All interview and focus group participants were asked about their perception of the assets of this newcomer group. The most frequently identified assets were (see appendices for detailed results for identified community assets):

- Noticeably hardworking, disciplined and resilient

- A number of identifiable informal community leaders, including local business owners and some who are in positions of influence
- High levels of bonding capital – community members help each other when needed (e.g. to find jobs, etc.)
- A very strong attachment to their faith-based organizations
- A very high value placed on family and their children’s educational success

Community leaders were asked to comment on what community leadership required to support them in the integration of this newcomer group. One leader mentioned that a partnership with the community association to bring settlement information to that community would be an area for organizations to work together (e.g. at the Tigrinya language school). The other leader mentioned support to make a bridge to other community leaders of different cultures to arrange intercultural activities by putting in place five to six community people who can help part-time with orientation and settlement.

### 3.2.1 Key Informant Identification of Community and Service Needs

The following service providers participated in this research: five school-based support staff (e.g. Community school Co-ordinator, English Language Learning, Settlement Workers in Schools); eight social and recreational staff from the City of Burnaby and two health service providers (see Appendices for list of interviewees). Two community leaders also described their perceptions of needs.

In their interviews service providers and community leaders were asked to identify what they knew about these three communities and what they thought were the top three most critical issues for this newcomer group. The most frequently mentioned issue was that of low literacy and low English skills: “English language is not as strong as some others [newcomers], [I] don’t know what motivation [there] is for them to attend English classes” (health service provider).

The issue of low English was often connected by service providers to the fact that those who are working are often in low paid employment or underemployment which does not afford them the time to learn English or enables them to practice the language. Unemployment was also an issue identified by some.

Some service providers identified health issues and lack of health literacy as one of the needs. Interviewees differed in their perception of whether mental health or physical health was the larger concern. The two health service providers did indicate that there seemed to be many with chronic health conditions such as diabetes. Those service providers who were not providing health or settlement support did not think that trauma was an issue for this group. However, service providers from MOSAIC and health care indicated that trauma was an issue. “Often times [they are] not open about trauma [they] don’t display typical symptoms...[they are] quiet about it, I don’t ask for traumatic experiences – until they bring up symptoms” (health service provider).

The last issue some interviewees described was difficulty navigating systems and/or a lack of a “road map” for the services required for settlement, with an over-reliance on other community members for orientation that oftentimes was uninformed. “[They] might think someone who came before him has more knowledge, but he’s not settled himself and they tangle together in a place where they don’t know

anything... this person has the same problems [and] has missed something himself” (Community leader No 1).

Some service providers noted that strong bonding capital within the ethno-cultural community accompanied by the lack of English meant that outreach and engagement was challenging, particularly since there are few service providers who speak Tigrinya, Amharic or Oromo (except MOSAIC Moving Ahead Case Managers). “Tigrinya [speakers, it is] very difficult to outreach to them [we] had to engage someone from their community...in this community it is very noticeable, it is the only way to outreach to them, they are low literacy, low language and they just trust people from their own community” (school-based support service provider).

In a focus group with MOSAIC staff this perception was echoed. “Outreach only works when the staff speak their language” (MOSAIC staff focus group). They indicated that it took six or seven months of outreach to families from these communities to earn trust, although once trust was earned, families began to bring other newcomers speaking the three languages with them to avail of services.

The feedback was that clients generally will not use other services until MOSAIC Moving Ahead case managers refer them and service accompaniment is required by many. In addition, many clients still seek Moving Ahead services after their file closure. They struggle to progress to other services and programs because of the language barrier since there are no other settlement services/staff in Metro Vancouver who speak Tigrinya or Oromo. Other services can only be used by those speaking these languages with the assistance of an interpreter.

MOSAIC staff indicated frequent presentation of clients who had been in Canada longer than one year with significant settlement orientation knowledge deficits. They indicated that this newcomer group values not just the service information, but also the rationale for requiring the service.

Lastly, MOSAIC staff and community leaders noted the following for this newcomer group - while they “don’t crush easily,” (community leader No. 2) they lack confidence and were described as shy and timid. One staff person mentioned that there is a dispositional tendency amongst the group to focus on their mistakes, “[They] don’t let their mistakes go, they live in “if only” rather than look at the positive and need shifting and redirecting” (MOSAIC staff person No 1). MOSAIC staff and community leaders stressed the importance of attracting men to services by offering information on practical topics such as house ownership, supporting children’s education; the driving knowledge test and holding the family together. They also stressed the importance of settlement and integration role models from the community to help support individuals to develop their full potential.

There was a wide variation by service providers interviewed as to their awareness of this target group and their perception of the extent to which individuals from these language communities were experiencing multiple barriers to settlement. Some said that they did not perceive the group to be as high need as the refugees from Syria. There was also a wide variation in levels of awareness about this newcomer group in terms of their cultural norms, migration patterns and needs, although all had worked with individuals from this newcomer group with varying frequency.

Staff from SWIS, the health services and MOSAIC had the highest levels of knowledge about these communities. The most often named things that service providers said they wanted to know about this newcomer group were:



- Migration patterns and reasons for seeking refuge as well as extent of trauma experiences
- The number and needs of those who are 55+
- Community connectedness and dynamics – who has power and influence in families and communities
- Cultural norms and how to tailor services accordingly – childcare arrangements, etc.
- Whether or not there are targeted services for this newcomer group.

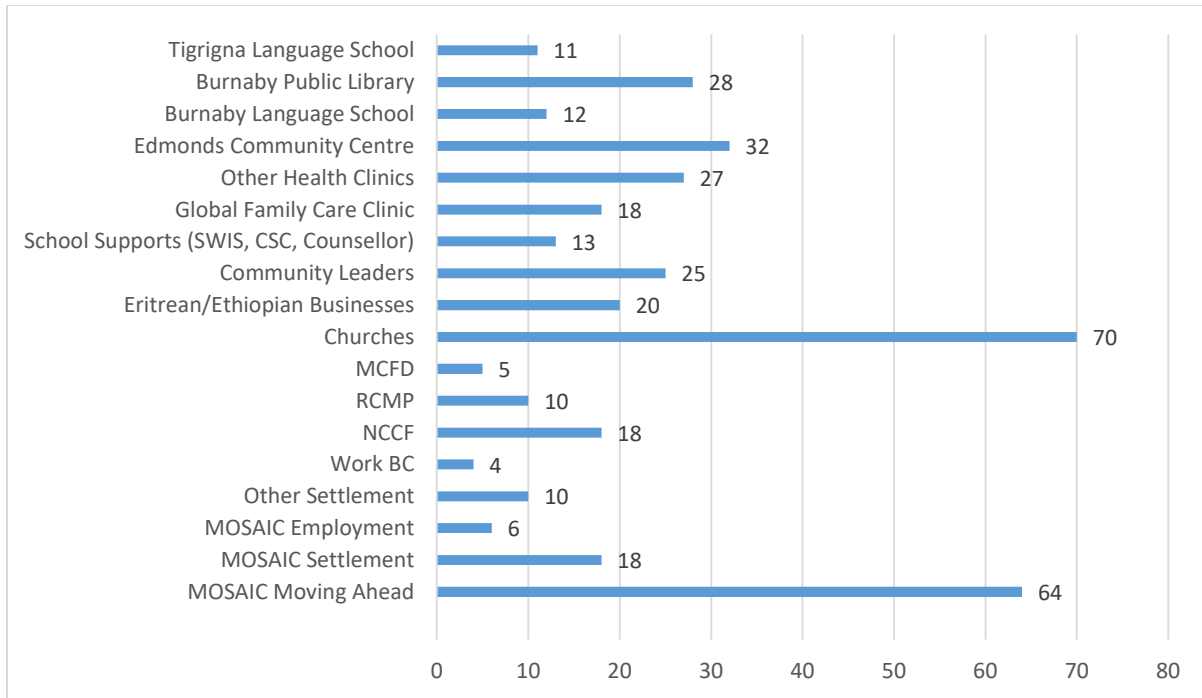
When asked about opportunities, gaps or linkages for service providers, the main theme related to the need for service co-ordination and communication. “We would like to have better communication between front line settlement service providers – so that we could work together to provide more support [not] double working on same issue...the way it worked with Vancouver refugee response team” (school-based support service provider). The majority of service providers interviewed also mentioned the need for language-specific support.

While the interviewed school-based service providers identified low literacy and language as a challenge for this newcomer group, they did not highlight engagement of young people in school, or high school drop-out rate as an issue.

### 3.3 Service Usage

Community forum participants (N=80) completed a “services web” documenting from a pre-prepared list of services the ones that they: a) used and how many used them, b) did not use and c) their level of awareness of them. They also documented services that did not exist that they thought should. The figure below shows aggregated rates of service usage for forum participants (see Appendices for detailed results for service usage for the different cohorts).

**Figure 2.1 Rates of Service Usage Forum Participants**



The figure above shows that the top three services used are: churches (88%), MOSAIC Moving Ahead (80%) and Edmonds Community Centre (40%). The three least used services are WorkBC (5%), MCFD (6%), and MOSAIC Employment Services (8%). Generally, usage of a range of services deemed important to settlement and integration in Burnaby by forum participants is very low. Validating MOSAIC Moving Ahead staff feedback, very few participants indicated using other settlement service providers and/or other MOSAIC services.

*We need desperate help in all service providers... always our community has been too hard when it comes to knowledge of information, awareness and stable jobs (Tigrinya-speaking women).*

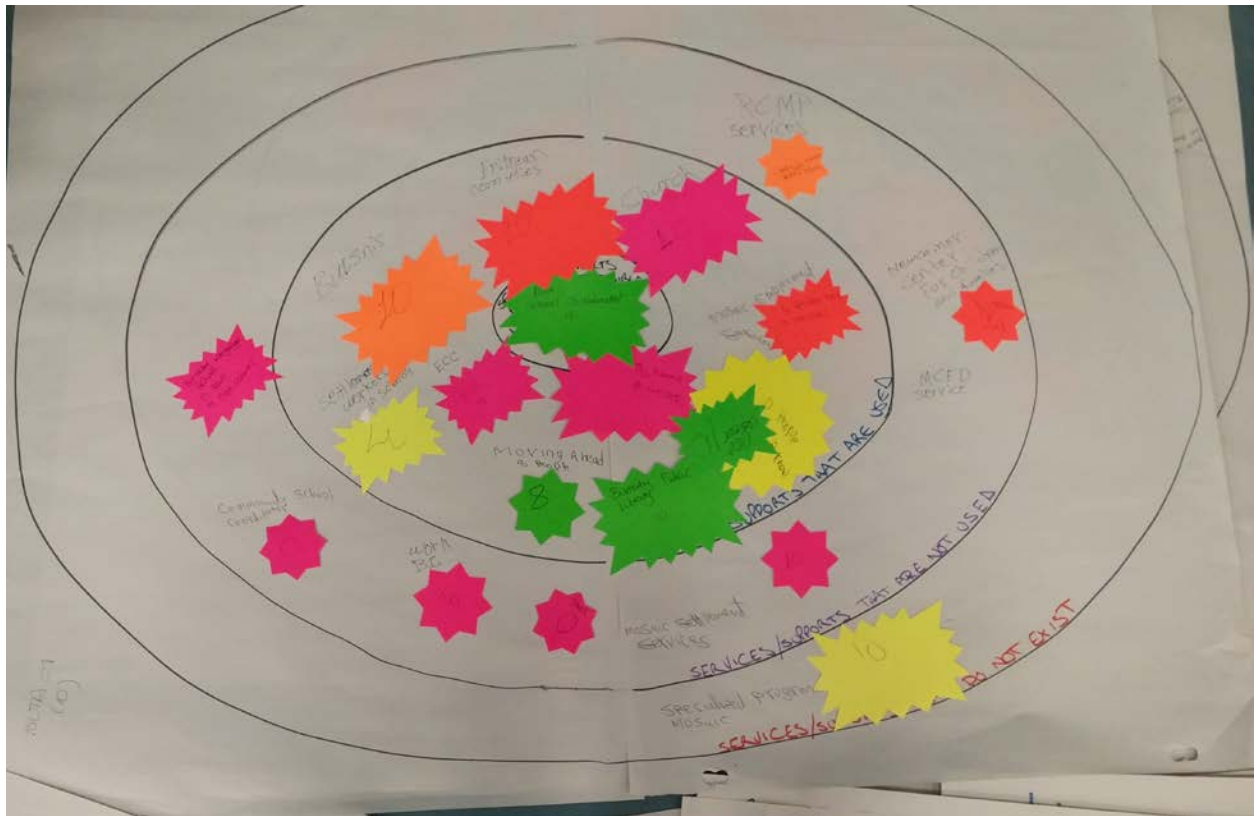


Image of a services web completed at the community engagement forum

Generally, if a group indicated that it **did not** use a service, the level of awareness of the service was low. The table below sets out the number of participants from each cohort who indicated awareness of a service if it was one that they identified not using.

**Table 2.1 Community Forum Participants Usage and Awareness of Services**

Service	Awareness of service if it was not used (No. of participants out of 20) <sup>11</sup>			
	Tigrinya Men	Tigrinya Women	Amharic-speaking	Youth
MOSAIC Settlement	0	n/a	0	20
MOSAIC Employment Services	0	0	6	0
Other Settlement Services	0	0	n/a	0
Work BC	n/a	n/a	4	6
MOSAIC Family Centre	0	n/a	n/a	9
RCMP	0	n/a	2	17
MCFD	0	n/a	2	17
Eritrean/Ethiopian Businesses	0	0	n/a	n/a
Community Leaders	0	n/a	n/a	n/a
School Supports	n/a	0	3	n/a
Burnaby Language School	0	0	n/a	1
Burnaby Public Library	6	2	n/a	n/a

The table above shows that where cohorts were not using a service, many participants were also not aware of the service and did not know what the service offered. In terms of no or low levels of usage, the notes taken by facilitators provide some insight. For instance, in terms of school-based support, “[There is] a language barrier, the service is not well explained to parents, the support for the children’s success in school is not in their focus... the relevance of Community-School Coordinator to the child’s educational success is not clear, language barrier” (Tigrinya-speaking men). Similar comments were made about the SWIS program.

In relation to the employment-related services in the table above, the Tigrinya-men perceived these to either be for long-term residents or not effective in helping them to secure employment. “[WorkBC, we are] not happy by the services. The case management [is] designed for long-time residents.”

Notes about the social and recreational services indicated that participants needed more information and guidance about how to use these resources. Some made comments about women from this newcomer group not understanding how health services work in Canada.

Finally, the Tigrinya-speaking women’s group said, “We need desperate help in all service providers even in MOSAIC, it’s quite hard to get a quick service due to long waiting lists, always our community has

<sup>11</sup> n/a means that the cohort did use the service. Therefore, awareness of that service was not tracked for that cohort.

been too hard when it comes to knowledge of information, awareness and stable jobs just because if they don't have enough case managers in ISS of BC, MOSAIC, SUCCESS and UBC."

Community forum participants were asked to identify services that were needed, but did not exist. The main services described that did not exist were for settlement services available in Tigrinya/Amharic, school-based support and orientation available in Tigrinya/Amharic, and assistance to find housing.

Service providers were asked what they would most want this newcomer group to know about their services. The main theme to these responses was that they were approachable and would do whatever they were able to do to help.

### 3.4 Vision for Settlement

Forum participants worked in eight groups to envision and map an ideal settlement journey for an individual from their community using the metaphor and stages of the coffee ceremony. This ceremony is a popular ritual in Eritrea and Ethiopia and often accompanies significant discussions about problems and/or disputes. It consists of five stages, including brewing the coffee grinds three times resulting in three different cups of coffee.

Forum participants were asked first to envision what the goals or conditions of the best possible life in Canada looked like, or a life in which a person felt fully settled with "full acceptance, resolution and joy of a life in Canada." They were then asked to consider that these signs would be evident after five years in Canada and signified by the final cup of coffee in the ritual. Participants were then asked to go backwards and indicate what goals/conditions were to be achieved at each of the other four phases of settlement signified by each coffee ritual stage and to indicate the time period for each phase from their perspective. The table below sets out the common goals/conditions named across the eight completed settlement journey maps.

**Table 4.3 Common Conditions/Goals for Ideal Settlement Journey Stages**

Stage	Conditions/Goals
<b>Pre-arrival to 6 months (Roasting the Beans)</b>	<ul style="list-style-type: none"> <li>• Mixed feelings – confusion, happiness and joy</li> <li>• Isolation</li> <li>• Don't know what to do – how to fit in</li> <li>• Pre-arrival – no hope, no freedom</li> </ul>
<b>6 months – 1 year in Canada (Brewing the Coffee)</b>	<ul style="list-style-type: none"> <li>• Search for information and services</li> <li>• Connect children to schools</li> <li>• Set up bank accounts</li> <li>• Find family doctor</li> <li>• Figure out transportation</li> <li>• Heavy reliance on sponsor/ RAP</li> <li>• Look for work</li> <li>• Learn English</li> </ul>
<b>1.5 years in Canada (Abol/Awel the first cup)</b>	<ul style="list-style-type: none"> <li>• Get to know Canadian systems, culture and rules</li> <li>• Keep learning English</li> <li>• Do driving knowledge test</li> <li>• Find work</li> <li>• Accessing service providers</li> </ul>
<b>3 years in Canada</b>	<ul style="list-style-type: none"> <li>• Maintain current employment</li> </ul>

Stage	Conditions/Goals
<b>(Tona/ the 2<sup>nd</sup> cup)</b>	<ul style="list-style-type: none"> <li>• Pursue dream job/ starting a business</li> <li>• Train to become a professional/ in college/ skills training</li> <li>• Road test – get Driver’s License</li> <li>• Working on sponsorship, reunification of family</li> </ul>
<b>5 years in Canada (Baraka/Bereka – the 3<sup>rd</sup> cup)</b>	<ul style="list-style-type: none"> <li>• Be a Canadian citizen</li> <li>• Be able to communicate effectively in English</li> <li>• Travelling back home</li> <li>• In a certified profession/ started a business/ stable employment</li> <li>• Finished diploma/ degree/high school</li> <li>• Family reunification</li> <li>• Nice car</li> <li>• Have mortgage</li> <li>• Feel like Canada is home – connected to community, understand culture</li> </ul>

Results of the maps from eight groups did not differ significantly depending on cohort. This suggests that the vision and conditions for settlement in Canada, for this group, are much the same regardless of gender, age and language of the community. Of note is that full settlement and integration is signified by family reunification and being able to travel back to Eritrea or Ethiopia to visit family whom members of the community often support.

The results of this mapping exercise appear to show that the representatives from this newcomer group at the forum do have a clear vision for settlement and what needs to happen at different stages to result in the vision created.

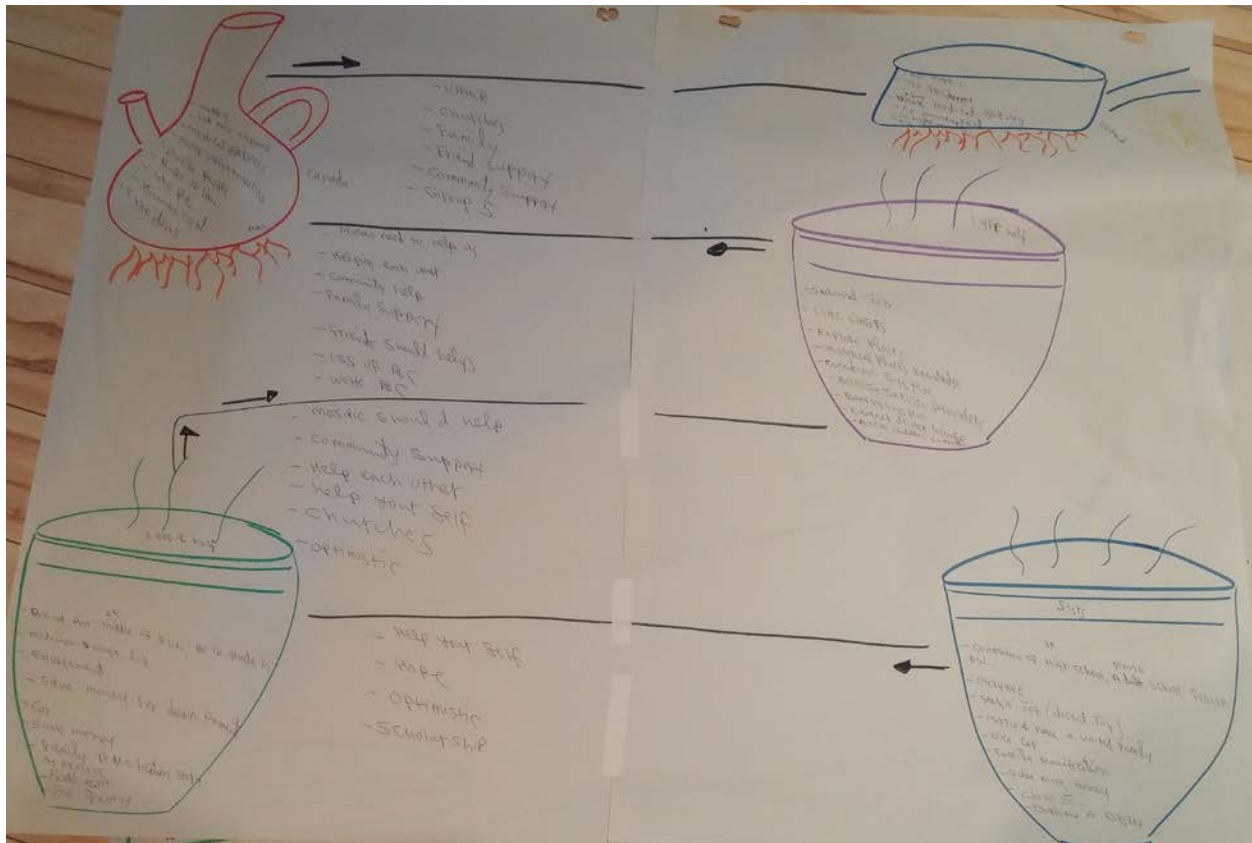


Image of a completed ideal settlement journey map by participants at the community forum

### 3.4.1 Priority Settlement Outcomes

Forum participants (N=93) were asked to consider a pre-prepared list of settlement outcomes and vote for the seven that needed to be urgently addressed by service providers and/or the community (see appendices for list of settlement outcomes voted on).

Participants were then asked to refer to the top six outcomes most frequently identified as urgent for the community in a discussion about how to address/achieve those outcomes. The top six most frequently chosen as urgent for the community were:

1. Have quality, sustainable housing (N=62 or 67%)
2. English CLB Level 4 and above (N=56 or 60%)
3. Participation of adults in adult/community education (N=51 or 55%)
4. Knowledge of job search skills and tasks (N=49 or 53%)
5. Basic understanding of education system (N=41 or 44%)
6. High school completion/reporting that medical needs have been met (N=35 or 38%)

A comparison of the top six urgent outcomes for each cohort revealed the following differences (see appendices for detailed results):

- Tigrinya-speaking men and women had “connection with Edmonds residents outside ethno-cultural networks” as one of the top six urgent outcomes.
- Tigrinya-speaking women had “basic understanding of financial literacy/systems” and “connection with some type of network” as one of the six with the most votes.
- Amharic speakers had “participation of pre-school aged children in early childhood education” as one of the top six urgent outcomes.
- Youth had “parental involvement in school activities/life” as one of their top six urgent outcomes.

Service providers were asked to rate how they thought this group of newcomers was doing in relation to each of the outcomes on the list used for the research. The outcomes that more than half of the service providers/community leaders perceived the community was doing poorly or very poorly in relation to were: basic understanding of the education system, basic understanding of the health system, volunteering in the community, and basic understanding of financial literacy/systems.

When community engagement participants identified priority outcomes, they were asked to make recommendations about how best to achieve those results. The most common recommendations to achieve the priority urgent outcomes identified were more settlement workers who could speak Amharic and Tigrinya and more opportunities for the community to meet and network. Many comments also noted the need for first language education system orientation. “We have limited to no English, there is no settlement worker that help us to read and write the letters and the reports we get from the school” (Amharic-speaking group, community forum).

### 3.5 Focus on Youth

*Definitely parents don't have the knowledge to do all that [support with education] so kids slack off because they don't see their parents engaged (youth leaders focus group).*

Data was collected from youth for this needs assessment through a focus group with community youth leaders and a youth participant cluster at the forum. The six priority urgent outcomes for youth across those two consultations were:

- Participation of adults in adult/community education
- Parental involvement in school life/activities
- High school completion
- English of CLB 4 and above
- Knowledge of job search skills and tasks
- Reporting that medical needs have been met or are being met

The needed services that youth identified were: services in their first language, a specialized program for youth from this newcomer group in MOSAIC, and community people with knowledge and success teaching them what they know.

Service providers did not differentiate youth as a cohort requiring targeted attention. However, the youth leaders described significant challenges for youth in their settlement including: lack of progression to university; graduating high school, but not really having the language and academic skills needed to progress (therefore, perceived not to have completed high school); youth stress and suicide, and involvement in anti-social behavior.



Youth perceived a pivotal role for parental support and engagement in their educational lives to redress these issues, which parents are not able to do because of the language barriers and lack of detailed information about the education system. “Definitely parents don’t have the knowledge to do all that so kids slack off because they don’t see their parents engaged” (youth leaders focus group). Youth leaders were also aware that it is a challenge for parents to be involved due to financial stress, as many are working multiple jobs.

School-based providers did not highlight lack of school engagement or high school drop-out rate as an issue, nor did the school district have any documented drop-outs from this newcomer group. Youth participants described finishing high school as an issue in so much as youth do graduate, but without the necessary English skills and motivation to progress. The perceived reason for the lack of progression is that youth have not been truly engaged in school and the support available.

### 3.6 Key Findings

The following bullet points summarize the key findings from the results:

- There has probably been an increase in a number of relatively new arrivals from this newcomer group in recent times, particularly from Eritrea, evidenced by the finding that 58% of participants at the forum had been in Canada less than one year.
- The socio-demographic profile shows that many participants in the research face multiple settlement barriers with the most frequently noted as: low to no English, lack of bridging capital, housing concerns, concerns about their children and families, financial insecurity and virtually no knowledge of Canadian rights and responsibilities.
- It would appear that many from this newcomer group may have experienced some pre-arrival trauma, likely during the long migration journeys to their final resettlement destination.
- There is extremely low service usage by the forum participants and the main barrier to usage would appear to be lack of services in their first language. Many had very low awareness of available services, particularly of social, cultural and recreational services, school-based services and law enforcement. Youth appeared to have better awareness of services than adult participants.
- Participants at the forum were able to create a vision for their settlement with an understanding of the pre-conditions at different stages that would allow them to achieve that vision. Key conditions for their settlement included family reunification, and citizenship and ability to travel back home (or wherever their families are currently located).
- Service providers and community leaders indicated that this newcomer group lacked sufficient detailed knowledge about services to support their settlement.
- Service providers have varying levels of awareness about the culture and needs of this group of newcomers.
- The most urgent outcomes to address identified by the research participants from this newcomer group were: housing, education orientation, participation in further education (including high school completion), job search skills and tasks, and health literacy to meet medical needs.

- In terms of different cohorts the Tigrinya-speaking community prioritized connection to other ethno-cultural networks. Tigrinya women prioritized connection to networks (e.g. library) and financial literacy. Amharic speakers prioritized participation of pre-school aged children in early childhood education, while youth prioritized parental involvement in school life/activities.
- The key community assets identified included: strong bonding capital, a high value placed on children's success, strong connection to church, resilience and willingness to work hard.
- The main suggestions made by participants for achieving settlement outcomes were: provision of settlement services in their first language, provision of first language orientation to the education system and community role models providing settlement support.

## 4 Conclusions and Recommendations

The data collected through this needs assessment is not representative. However, from a review of the main findings the following tentative conclusions can be made:

- This group of newcomers should be viewed by service providers as resilient, with many assets, but also as vulnerable clients with a likely experience of trauma and requiring intensive support.
- One of the assets of this group of newcomers is that they are able to create a vision and plan for their settlement. However, they require detailed first language settlement and service information to be able to understand how services can assist them to achieve the preconditions of integration at different stages of settlement.
- Language appears to be the main barrier to services for this newcomer group. They just do not have the language level required to participate in services provided in English. This situation is further complicated by the fact that many work and do not have the time to learn English or they are on waitlists for language classes.
- Service providers could benefit from the opportunity to come together to learn more about this newcomer group and co-ordinate service provision, particularly as the size of this group is likely to increase in the short-term.
- It appears that community building and peer support could be potential approaches for fostering the settlement of this newcomer group and their connection to other communities as there are already: respected community leaders, community associations, and a need for language-specific support.
- This newcomer group requires an immediate need to focus on housing, language improvement, health literacy, participation in further education and job search skills and tasks.
- Since this needs assessment emphasized the youth cohort, it can be concluded that the number one outcome to be achieved with this newcomer group is orientation to the education system and parental involvement in school activities/life. Given the concern about school engagement by youth and adults in these communities, further investigation of their educational experiences could be beneficial.
- Since many are working, provision of services outside of normal working hours appears to be important.

### 4.1 Recommendations

#### **MOSAIC or other settlement service providers could:**

- Consider hiring part-time peer outreach and settlement workers from these three communities, who could provide basic information and connect them to mainstream settlement services;
- Consider provision of settlement services (Guided Pathways) in Tigrinya, Amharic and Oromo;
- Link with the Burnaby School District and the New Westminster SWIS to strategize about meeting the educational orientation needs of this newcomer group;
- Link with the Burnaby Intercultural Planning Table to discuss the needs of this newcomer group and how services could respond;

- Invite health services providers to present to staff and clients from this newcomer group about health literacy and streamlined bridging to and from health service providers;
- Provide a biannual settlement fair for this newcomer group at the Edmonds Community School on a Saturday, with a focus on educational orientation, health literacy, housing, further education and job search;
- Consider how they can urgently address the need for language learning for this newcomer group;
- Start a job club for this group that could then connect them to mainstream employment services;
- Target different cohorts for settlement workshops related to the outcomes differentially identified by them in this research (e.g. for women a focus on financial literacy);
- Consider how they can increase case management for this group of newcomers facing multiple barriers to settlement;
- Provide a series of field trips with assistance in their first language to orientate this newcomer group to recreational and culture services;
- Consider how they can expand their services to at-risk youth from these three communities including: first language topical workshops; critical life skills, and leadership training;
- Create peer settlement support groups for this newcomer group to combat isolation and facilitate the exchange of useful information and strategies;
- Explore how they could resource programs or services for this newcomer group that involve a community development approach, and
- Convene a service providers meeting to provide further information about this newcomer group and discuss interagency cooperation to meet their needs.

#### **The community could:**

- Identify community mentors/role models and organize host talks by them in churches and/or schools so that newcomers from this group can see options for reaching their full potential in Canada;
- Form informal study/support groups for the driving license tests (particularly the Learner's License) and for Canadian citizenship.
- Partner with MOSAIC or other settlement organizations to see how they can dovetail their work in aid of the settlement and integration of this newcomer group;
- Link with the Parent Advisory Councils (PACs) to see if there is any available funding to support educational orientation of parents, and encourage parents to become involved in the school PAC if they have sufficient language to participate, and
- Provide an opportunity for faith leaders of this newcomer group to come together to strategize about fostering intercultural connections and securing resources to create these opportunities.

#### **SWIS (Burnaby/New Westminster) could:**

- Consider hiring staff who speak these languages, and
- Ask the School District to further investigate the educational experiences of youth from this newcomer group.

**Social, cultural and recreational and employment services could:**

- Link with SWIS or other ISOs to reach out to these communities and ensure that their clients become aware of and engaged with these services.

## 4.2 Appendix A – Detailed Methodology

The following methods were used to capture data for this research:

- **Desk Research** – to profile the community by using relevant OCMS data and any other locally available data. A detailed analysis was carried out of 20 Moving Ahead client case management needs assessments to further profile the needs of this newcomer group.
- **Focus Group with relevant MOSAIC Staff**– to gain a brief understanding of the community’s needs, assets and service gaps, as well as the capacity and resources they require to work with this community. Staff also mapped the gathering places and sources of support for these three communities in Edmonds (and also in New Westminster as many do gather in places in this municipality).
- **Key Informant Interviews** – representative of seven service providers (e.g. schools, church leaders) and highly respected community members (e.g. community spokespeople) were interviewed (see appendices for a detailed list).
- **Youth Leaders Focus Group** – charted the priority settlement outcomes that require urgent attention by the community and service providers.
- **Interviews with two MOSAIC Staff** – to illuminate service needs and opportunities for interagency cooperation.
- **Community Engagement Forum** – 125 refugee newcomers from the Tigrinya and Amharic-speaking communities came together. Supported by facilitation in their first language, the participants:
  - Documented the services/support that they use and are aware of, and made recommendations for needed ones that do not exist;
  - Mapped a vision for their settlement and integration in Canada and the sequential phases en route to that vision, and
  - Prioritized the settlement outcomes that require urgent attention by service providers and the community.

Where possible, participatory learning and action (PLA) methods were used to gather information. These are a family of creative, low technology research methods that are invaluable for democratizing research and consultation processes.<sup>12</sup> They are particularly useful for use in groups with low literacy and/or low language ability, which was the case for most of the community engagement forum participants. At the forum, participants were broken up into cohorts to help facilitation in their mother tongue and disaggregation of data. The cohorts were: Tigrinya-speaking men, Tigrinya-speaking women, Amharic-speaking adults, and youth.

Inclusion criteria for the needs assessment as they relate to the newcomer group were: in Canada for eight years or less, spoke one of the three languages targeted and lived in Burnaby.

### 4.2.1 Limitations

The research presented in this report must be read in light of the following limitations:

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<sup>12</sup> See Chambers, R. Chambers, R. (1994). Participatory Rural Appraisal: Challenges, Potentials and Paradigm. World Development: 22(10):1437-54.

- Service providers were invited to the community engagement forum, but only one was able to attend due to challenges committing staff to a Saturday engagement (chosen to facilitate attendance of those from this newcomer group who are working).
- The sample of both service providers and community members is not a representative one. Therefore, the findings may not be generalizable to those groups.
- In one of the community forum methods, participants were asked to indicate the level of trust they had in service providers represented by the circle size they chose (low-small, medium-medium, high-large). This aspect made the method too complex and not every group assigned a level of trust consistently to services/support. Therefore, this data was excluded from analysis.

## 5 Appendix B – List of Service Provider Interviewees

Service providers were interviewed (or completed the interview questions by email) from the following community resources:

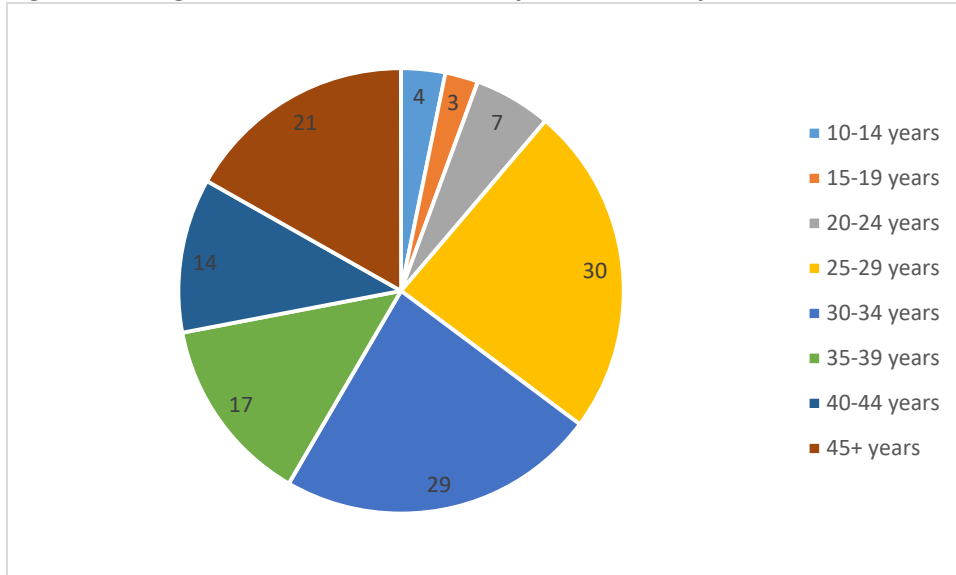
- SWIS Burnaby
- Edmonds Community Centre
- Morley Community School
- Byrne Creek Secondary School
- Global Family Care Clinic
- New Canadian Clinic
- MOSAIC – Moving Ahead Program
- MOSAIC – MOSAIC Family Centre
- MOSAIC – SWIS New Westminster



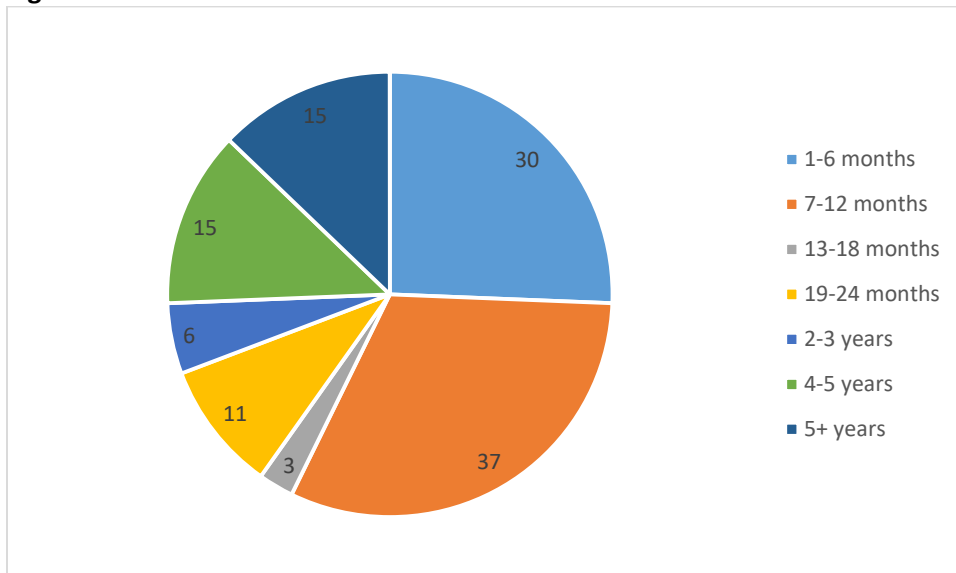
## 6 Appendix C – Detailed Results

### 6.1 Socio-demographic Profile

**Figure 5.1 – Age Breakdown of Community Forum Participants**

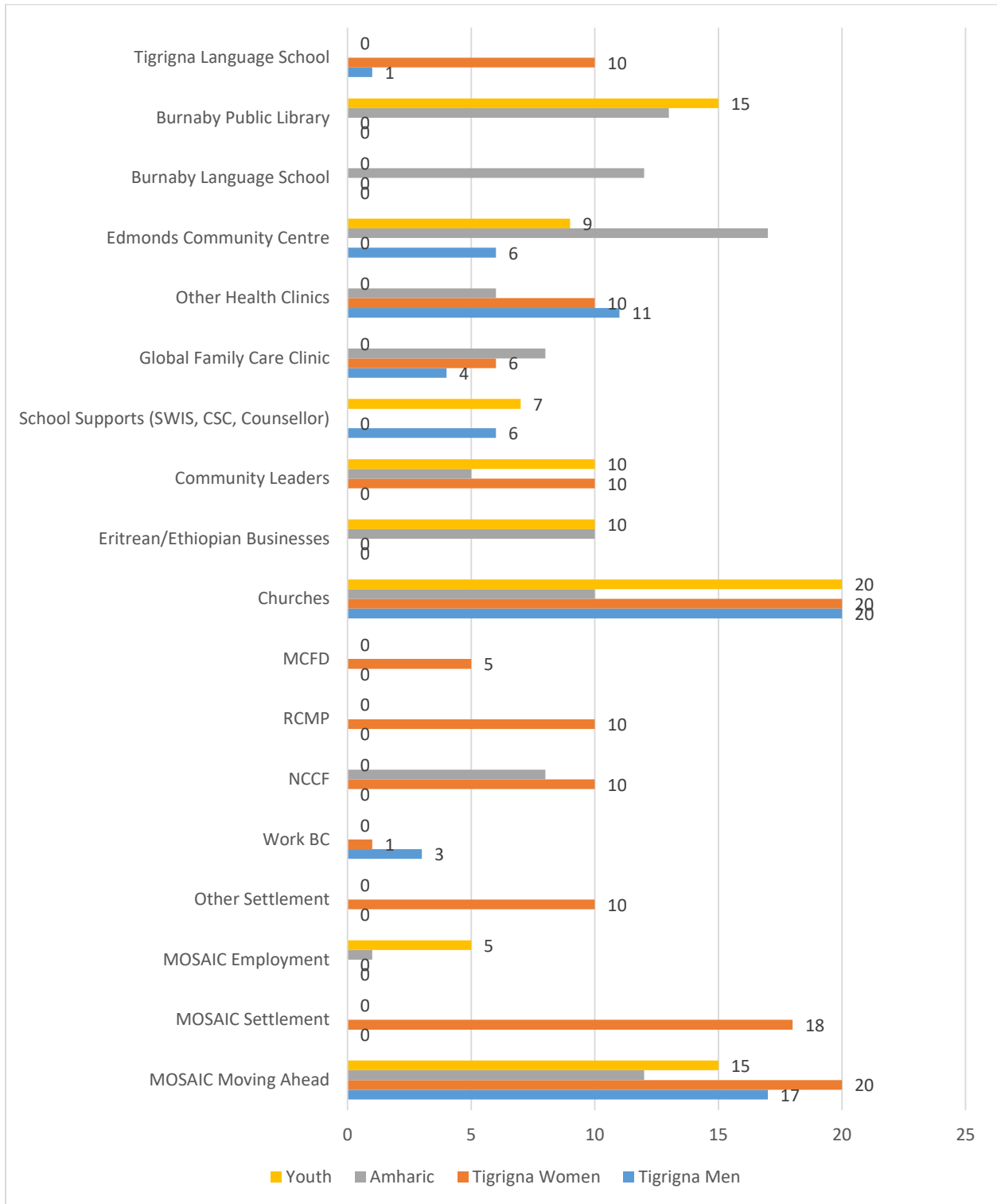


**Figure 5.2 – Arrival in Canada**



6.1.1 Service Usage by Forum Cohort

**Figure 5.3 Rates of Service Usage by Cohort**



### 6.1.2 Services that do not Exist

Community forum participants were asked to identify services that they thought do not exist, but were needed. Detailed lists from each cohort are set out in the table below. Of note is that some cohorts named services that do exist pointing to a lack of awareness of them by this newcomer group (e.g. counsellor for Grade 12).

**Table 5.1 Services that do not Exist (Community Forum)**

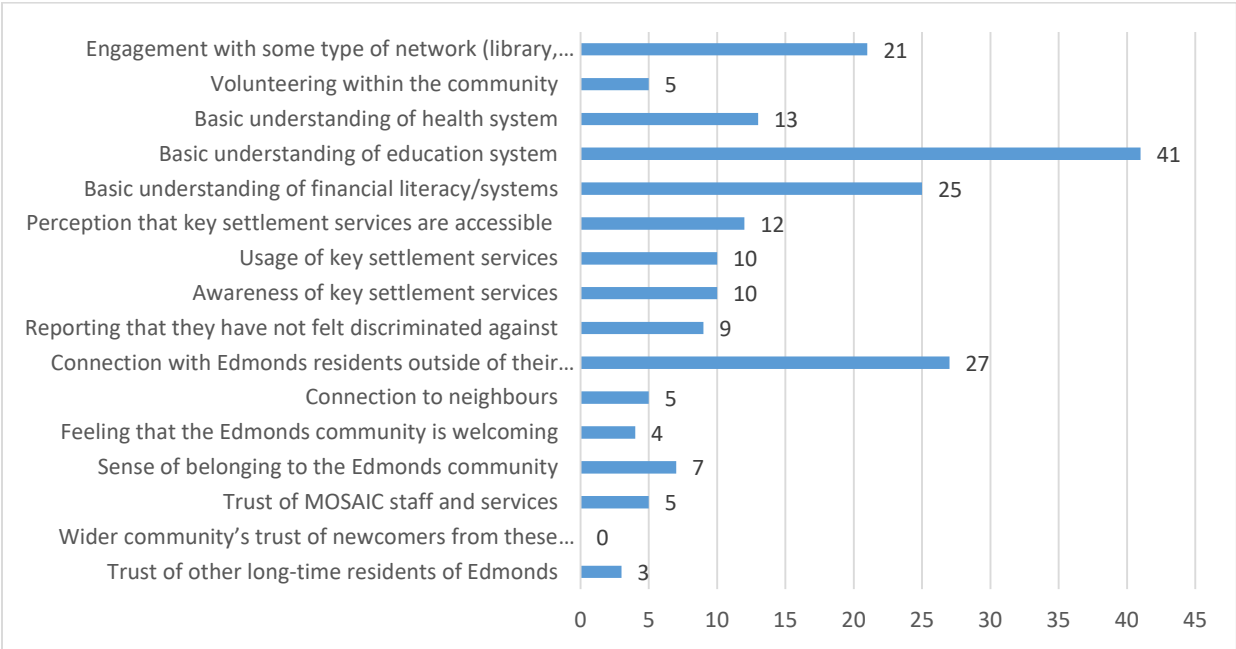
<b>Cohort</b>	<b>Services that do not exist (as identified by forum participants)</b>
Tigrinya-speaking Men	<ul style="list-style-type: none"> <li>• Free translator certified from another language to English</li> <li>• Electronics and software highlights specially for children</li> <li>• Better processing</li> <li>• Alternative English classes (long waiting lists)</li> <li>• Affordable housing for newcomers- expedited processing</li> <li>• Rental assistance for singles</li> <li>• More MC case managers</li> <li>• Tigrinya speaking settlement workers</li> <li>• Short employment skills training</li> <li>• Credential recognition should have some consideration for undocumented skills</li> <li>• MSP is charging us even though we are covered by the government for a year.</li> <li>• We need a worker that speaks our language who can educate us about the country</li> <li>• For newcomers both parents and children, we need a specialized program in schools that will educate us about the school system and other resources</li> <li>• We need help on finding a place to live there is a 100% rental place shortage.</li> </ul>
Tigrinya-speaking Women	<ul style="list-style-type: none"> <li>• Fewer translator in Tigrinya at hospital</li> <li>• If there is good input there will be good output</li> <li>• In social development need Tigrinya translator</li> <li>• Newcomer in great stress because there is not enough co-ordinator, counsellor at non-profit organizations</li> <li>• Tigrinya service provider</li> <li>• Family counsellor at non-profit organizations</li> <li>• Youth outreach needed for young newcomers</li> <li>• Specific transfer back home certificates and help to guide to the next level</li> <li>• Family settlement in Tigrinya required</li> <li>• No awareness by service providers for community</li> <li>• Not enough Tigrinya speakers to help guide newcomers to integrate to Canada society</li> </ul>

	<ul style="list-style-type: none"> <li>• Style living is quite high its affordable house required</li> <li>• Driving license ICBC</li> <li>• Citizenship issues because of language barriers</li> <li>• Tigrinya speakers to help students at school</li> </ul>
Amharic-speaking	<ul style="list-style-type: none"> <li>• ICBC</li> <li>• Language translation</li> <li>• Help for parent involved in education</li> <li>• Tigrinya and Amharic speaker services</li> <li>• Certified translator for free</li> <li>• Counsellor for GR 12</li> <li>• Training centre (for work)</li> </ul>
Youth	<ul style="list-style-type: none"> <li>• Specialized [for youth] program in MOSAIC</li> </ul>

### 6.2 Urgent Outcomes Voting

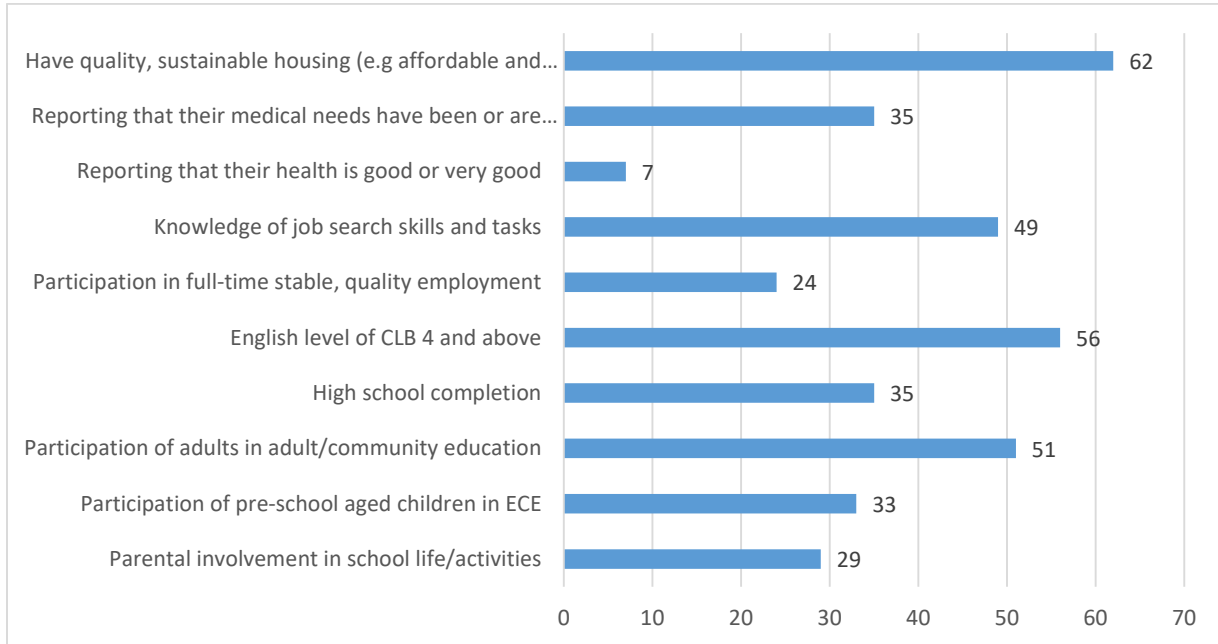
Results are for N=93 forum participants.

**Figure 5.4 One of top Seven Most Urgent Outcomes – Social Cohesion, Social Capital and Civic Engagement**



The next figure shows results for the education, language and employment and health outcomes.

**Figure 4.5 One of top Seven Most Urgent Outcomes – Education, Employment and Language and Health**



**Table 5.2 Urgent Outcomes by Cohort<sup>13</sup>**

Cohort	Urgent Outcomes
<b>Tigrinya-speaking Men</b>	<ul style="list-style-type: none"> <li>• Have quality, sustainable housing</li> <li>• Participation of pre-school aged children in early childhood education</li> <li>• Reporting that medical needs have been met or are being met</li> <li>• Connection with Edmonds residents outside ethno-cultural networks</li> <li>• English of CLB 4 and above</li> <li>• Knowledge of job search skills and tasks</li> </ul>
<b>Tigrinya-speaking Women</b>	<ul style="list-style-type: none"> <li>• English of CLB 4 and above</li> <li>• Connection with Edmonds residents outside ethno-cultural networks</li> <li>• Basic understanding of financial literacy/systems</li> <li>• Basic understanding of the education system</li> <li>• Knowledge of job search skills and tasks</li> <li>• Engagement with some type of network/ Reporting that medical needs have been met or are being met</li> </ul>
<b>Amharic-speaking</b>	<ul style="list-style-type: none"> <li>• Participation of pre-school aged children in early childhood education</li> <li>• Basic understanding of education system</li> </ul>

<sup>13</sup> Please note that frequencies are not reported for each cohort as the sample size is too small for statistical analysis within each cohort.

	<ul style="list-style-type: none"> <li>• High school completion</li> <li>• Participation of adults in adult/community education</li> <li>• English of CLB 4 and above</li> <li>• Knowledge of job search skills and tasks</li> </ul>
<b>Youth</b>	<ul style="list-style-type: none"> <li>• Participation of adults in adult/community education</li> <li>• Parental involvement in school life/activities</li> <li>• High school completion</li> <li>• English of CLB 4 and above</li> <li>• Knowledge of job search skills and tasks</li> <li>• Reporting that medical needs have been met or are being met</li> </ul>

## 7 Appendix D – Identified Community Assets

Type of Asset	Name
Faith-based	<ul style="list-style-type: none"> <li>• Balmoral Catholic Church – Griffiths Drive</li> <li>• Al-Salaam Mosque (New Westminster)</li> <li>• Grace Pentecostal Church (8<sup>th</sup> Street, New West)</li> <li>• Lakeview Elementary (New West)</li> <li>• Ethiopian Orthodox Church (New West)</li> <li>• Zionist Glory Church (New West)</li> <li>• Eritrean Pentecostal Church (New West)</li> </ul>
Service Providers	<ul style="list-style-type: none"> <li>• Edmonds Community School (Tigrinya lessons delivered here by Eritrean Community Association)</li> <li>• Morley Primary School</li> <li>• Lakeview Elementary</li> <li>• MOSAIC Family Centre</li> <li>• Eritrean Community Association in Vancouver</li> </ul>
Businesses	<ul style="list-style-type: none"> <li>• Abyssinia Restaurant</li> <li>• Mesker Grocery</li> <li>• Waves Coffee Shop (gathering place)</li> <li>• Maxim Hair Salon</li> <li>• Burger King, Starbucks, Tim Hortons, McDonalds (Highgate – men and youth gathering place)</li> <li>• Starbucks (60<sup>th</sup> Street, New West)</li> <li>• Tim Horton's (5<sup>th</sup> Avenue, New West)</li> </ul>