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STORIES OF SUCCESSFUL SETTLEMENT



Exploring Stories of Successful Settlement from a Settlement Workers Perspective

Prepared for Archway Community Services
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Summary

Through interviews with settlement workers and newcomers, three overarching themes were extracted, and divided into several sub-themes. Beginning with the diversity of workers and the positive work environment in the Multicultural and Immigration Integration Services division (MIIS), students in LINC classes show they have thorough knowledge about not only Canada and important, relevant topics to share with students, they also have multicultural exposure and knowledge. They're also familiar with common struggles that newcomers face when settling into a new country, culture, and institutional system.

Students reported that the instructors knowledge, commitment and supportive attitude was helpful and admirable. To students, instructors prioritized them over other obligations. Support workers, in their interviews, stated that the diversity of their team strengthened the support they were able to provide to clients, this included being able to provide multiple different languages to clients. The attitudes of settlement workers showed to align with Archway values and made them more committed and successful in their job, as well as making it a more positive environment. Settlement workers enjoyed helping others, were open to learning, curious, invested in their work, and had good emotional coping skills.

The team at MIIS was supportive of each other, as well as received good support from their manager and were made to feel appreciated by their executive director. Open and healthy lines of communication and regular workshops made problem-solving and personal growth successful. Holistic support for clients was provided, meaning the services that Archway provided was all-encompassing and could meet newcomers on multiple levels. LINC instructors were mentioned as supportive, meeting newcomers needs on emotional and personal levels, were able to increase newcomers confidence. The LINC session were described as socio-linguistic, while newcomers learned English, they also learned Canadian culture, were able to network with Canadian citizens (the instructor) and other newcomers, learn about indigenous culture and issues, and better navigate the Canadian institutional system.

Settlement workers established ongoing and personal relationships with clients, to the point that clients would call back down the road to ask for more help or to update their settlement worker on successes in their life. This personal relationship building took place because of the emotional nature of

the job of settlement; clients received emotional support through MIIS while they received basic need support, such as getting a SIN, an MSP card, registering for child tax credits, or accessing the transit and food bank services, and other skills such as English language acquisition, and education and employment upgrades. Each client received specialized support from their settlement worker because of the fact that the worker sat down with them and patiently got to know them. On a wider scale, community building and education resulted through the work of MIIS.

Clients and students in LINC and JCI classes were able to network with each other, build up their English language which helped them network with the wider community. Several additional or unexpected outcomes were also seen as a result of the work that settlement workers do. Multiple cultural holidays were celebrated at Archway offices, which exposed all community members who were coming into the building to different cultures and resulted in community education. Settlement workers shared stories of how their work spread over their friends and families in healthy ways, resulting in them becoming more educated and tolerant.

Report Rationale

This report is divided into three key sections. Under each section is a portion that focuses on responses from newcomers during the focus group and following are portions divided into subheadings to further explore the themes that newcomers present through settlement workers responses. Newcomer responses are transcribed verbatim and alteration was limited to ensure the true voice of the participants was maintained. To maintain confidentiality, settlement workers are given numbers 1, 2, 3. For LINC students, the term 'student' or 'newcomer' is used instead of numbers, and Focus Group is used as a citation guide. The term 'client' is used in both settlement worker sections and student sections to refer to both students and newcomers of MIIS.

Definitions

This report uses a number of specific terms and abbreviations that may be unfamiliar to the reader, and some common terms may have slightly altered definitions. To clarify, the definitions following may be referred to for the sake of convenience.

Successful settlement is here defined primarily as independence. If a client is successfully settled, they no longer need guidance or assistance from MIIS. They can navigate bureaucracy well enough to meet their own needs without the support of a settlement worker; they can speak English well enough to no longer require an interpreter, they know where to access services in the community, they can meet their basic needs such as food, shelter, medical, dental and educational services, they are employed and able to financially sustain themselves, they are connected and integrated into the community and feel that they have a support system around them.

Newcomer refers to the clients that settlement workers assist and to the students interviewed in LINC class. The term newcomer is used intentionally to encompass immigrants, refugees/ refugee claimants, permanent residents of Canada, individuals allowed to remain in Canada and to whom Immigration, Refugees, and Citizenship Canada intends to grant permanent resident status, international students, temporary foreign workers, provincial nominees, and naturalized Canadian citizens.

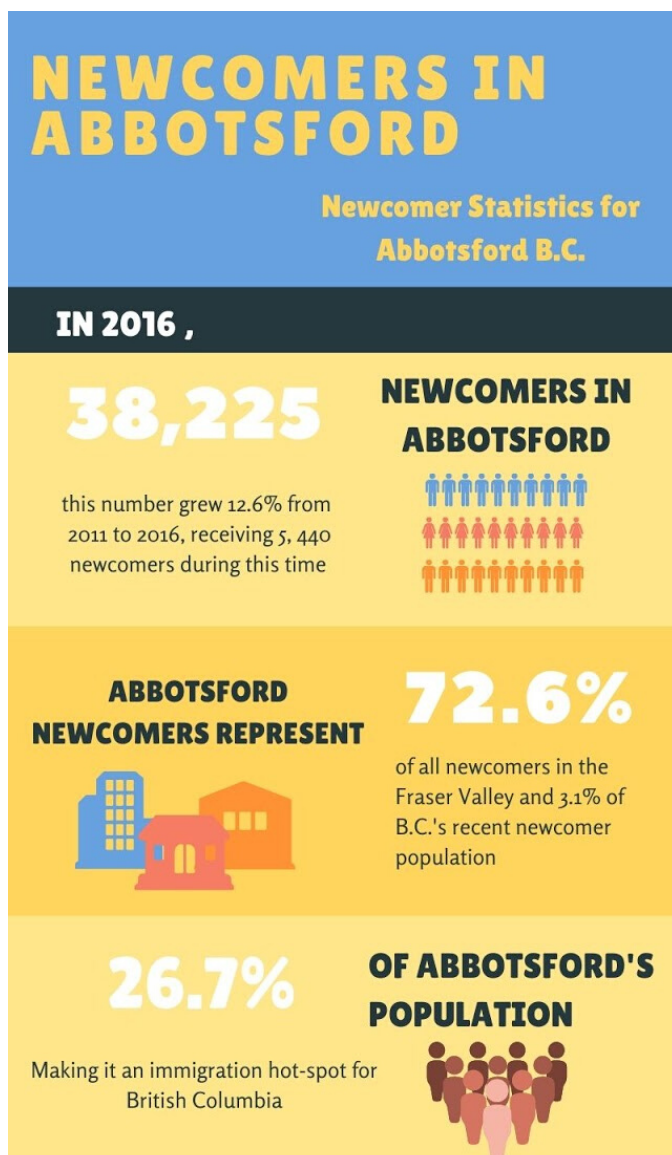
Settlement Worker is an employee under Archway Community Services Multicultural and Immigration Integration Services department. These workers serve in multiple different areas of settlement.

MIIS is the acronym used for Multicultural Immigration and Integration Services, Archway Community Services division.

Archway will be used as a short hand for Archway Community Services.

JCI is the acronym used for the Job Connections for Immigrants program.

SWIS is an acronym used for Settlement Workers in Schools.



Introduction

Archway Community Services (Archway) is a non-profit community based social services agency located in the city of Abbotsford, B.C. Established in 1969 and formerly known as Abbotsford Community Services, Archway is an umbrella agency that is the home of four different client services divisions who offer over 90 programs that service the needs of vulnerable populations, newcomers and community members in Abbotsford, Chilliwack, Mission, Langley, and Chandigarh, India. The Multicultural and Immigrant Integration Services (MIIS) division includes The Abbotsford Local Immigration Partnership (ALIP), Access to English, the Language Instructors for Newcomers Class (LINC), Community Connections conversation circles, the Immigrant Settlement program which includes

the Settlement Workers in Schools (SWIS) program, Employment Programs for Newcomers mentoring program and Moving Ahead program for vulnerable immigrants.

According to a 2018 immigration demographics report for Abbotsford from New To BC: The Library Link for Newcomers, immigrants make up 26.7% of the population in Abbotsford and this number grew 12.6% from 2011 to 2016, receiving 5, 440 newcomers. The Abbotsford newcomer population represents 76.2% of the total population of newcomers in the Lower Mainland, making it a significant immigration spot for British Columbia.

The job of a Settlement worker under the Multicultural and Immigration Integration Services division consists of meeting with newcomers who are referred to Archway Community Services and guiding them through the settlement process in Abbotsford. Through the meetings, workers help newcomers navigate a new environment and new country's institutional and cultural system. This includes things such as enrolling children in school, finding employment, enrolling in English classes, helping them navigate the transit system, showing them where they can buy groceries or see a doctor and other basic tasks, as well as emotionally and interpersonally supporting newcomers.

Archway Community Services has a vision, a mission and a 3-fold intent that constitutes the attitude of the agency and guides the way workers approach their job. Their vision is to provide "justice, opportunities and equitable access for all;" their mission is to "foster community well-being and social justice through positive action and leadership;" their 3-Fold Intent includes to plan for and provide direct social and community services, to heighten awareness of social concerns in the community and foster community involvement, and create opportunities for community members to participate in serving, developing and strengthening our communities through partnership with government, private

organizations, and individuals” (Archway Community Services website, 2019). The Mission of the MIIS department is to “advocate for social justice and offer programs and services that ensure access for immigrants and marginalized groups to all aspects of community life.”

Purpose

The purpose of this research study was to collect and present qualitative data, in the form of successful stories of newcomer settlement through Archway Community Services, to compile into a reusable and multifarious narrative report document to be submitted as supporting evidence with funding proposals for the MIIS division.

Why Settlement Workers?

Settlement workers operate in a unique role as they act as navigators between the federal and provincial government and newcomers. Government organizations can be rigid and bureaucratic while newcomers may find this challenging because they are often dealing with culture shock, trauma, mental or physical issues, poverty, and lifestyle transitions which can take an emotional toll on newcomers. The settlement worker holds knowledge and relationships with both government and newcomers, and can therefore offer a unique perspective as they operate in their role.

Methodology

The methodology used was based on the heuristic inquiry process developed by Clark Moustakas (1994). The use of heuristic inquiry was chosen to allow a genuine human experience to emerge through interviews and was important to use because of its emphasis on understanding the nature or essence of a phenomenon as it presents itself, rather than an objective view of it (Moustakas, 1994). It does not seek to understand parts of the experience, but the experience in its wholeness as an emotional, personal and vivid recount of a given phenomenon. (Moustakas, 1994). The experience of settling in a new country impacts newcomers on multiple levels and it is therefore important to understand their experience as a whole.

Initial passionate engagement and immersion was the first stage of research, in which the phenomenon, in this case, newcomer settlement in

a new country, was explored and reflected on, allowing important questions to arise. This included reading and researching through the exploration of media and literature including journals, books, and listening to and reading newcomer and newcomer settlement worker stories. The aim of this stage was to think about how the question at hand could be explored (Moustakas, 1990, as cited Bauman, 2018). This stage took place between July and September of 2018.

Acquisition was the next stage and began in January 2019 and was completed in February. This took the form of one-hour interview sessions with three newcomer settlement workers at the Multicultural and Immigration Integration division office. The interviews were immersive listening sessions focused on uncovering the essence or experience of assisting in the successful settlement of newcomers. In order to uncover positive stories, an appreciative inquiry model was used as an interview guide (Whitney et al., 2002). A focus group that consisted of 12 newcomers enrolled in the Language Instruction for Newcomers Canada Class (LINC) was conducted in 2019. This was a participatory session that included positive research questions for newcomers and uncovered newcomers experiences with support workers in action. Several key themes were pulled from these interviews. This session complemented and expanded on the experiences of settlement workers and added another dimension to the research that focused on newcomer perspectives.

Scope

The scope of the project was limited to qualitative testimony and interviews with only one program offered by MIIS, which was the Language Instructors for Newcomers Class, or LINC class, and three settlement workers. Only positive stories were collected. Data was collected from three settlement workers using positively-framed questions in 45 minutes to one hour session on January 30 and February 1, 2019, and from a focus group with 12 students and one settlement worker in a Language Instruction for Newcomers class also using positively-framed questions on June 3, 2019. Subjects were chosen on the basis of availability and willingness to participate.

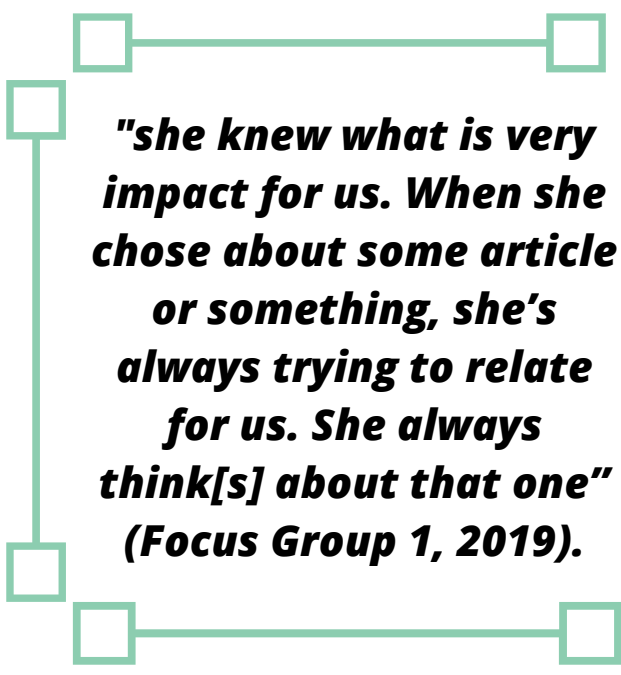
1. Diversity of settlement workers and a positive work environment at Archway Community Services

Focus Group responses

This section will explore themes of diversity of instructor knowledge and background, instructor commitment to the class, and the positive and productive work environment that is fostered in class. These themes were then echoed in settlement worker responses explored in the sections following. Newcomers in LINC spoke about the thorough knowledge their instructor had regarding the newcomer settlement process in Abbotsford, this included legislative knowledge, Canadian history, including indigenous history, communication skills, and English language learning skills. Some newcomers stated that they felt that their LINC instructor was relatable because of their background; they had multicultural knowledge and an understanding of common struggles that newcomers face during the process of settling into a new community, and a new country. Instructor knowledge and life experience was seen as a factor that contributed to student success. One student described their teacher as having “a really good background. She has a multicultural background... she kind of knows how the immigrants will face to settle in the new country” (Focus Group 1, personal communication, 2019). This matters to the clients, for whom trusting the staff of Archway is extremely important given the sensitive information, high stakes, and major decisions involved in resettlement.

The instructor was seen as committed to preparing content for students, having an encouraging attitude, and as performing careful and diligent instruction during class. Because the instructor was dedicated, attentive to students, and knowledgeable about helping newcomers settle into life in Canada, students received course content that was tailored to them. The instructor was described by a student as being “very different, she knew what is very impact for us. When she chose about some article or something, she’s always trying to relate for us. She always think[s] about that one” (Focus Group 1, 2019).

In addition, a different newcomer in the focus group agreed that the instructor had “great knowledge and background... [and was] really well prepared... she makes [students] be diligent” (Focus Group 1, 2019). The relationship between Archway employees and the newcomer clients they serve is complex, requiring exceptional skill in teaching subject matter, navigating bureaucracy, and understanding the needs of clients. It also requires a level of professionalism and distance. These elements will be discussed at more length later in this report, but the matter of how to engage with students while ensuring that they meet the objectives that will best serve their longer-term interests and needs, is clearly important, and difficult. It is a skill that Archway employees have in abundance, and they use it in the service of their clients, their organization, and their community. One student stated that the instructor was the reason she stayed in the class:



"she knew what is very impact for us. When she chose about some article or something, she's always trying to relate for us. She always think[s] about that one" (Focus Group 1, 2019).

I stay in this class for two years and I can say, the reason I stay here so long because of [the instructor]. I never seen anyone like her before, she's so passion for teaching. I want to stay here as long as possible! (Focus Group 1, 2019)

The instructor had knowledge and exposure to different cultures which equipped her with the experience she needed to understand and empathize with newcomers settling in Abbotsford. She was seen as having insight to the problems they may face, and possible solutions to those problems. Students described a trusting and respectful relationship with the instructor which in turn resulted in a productive and supportive environment for students to learn in.

Students reported that the instructors cared about their success and prioritized them over other work or personal commitments. The instructor put a significant amount of time into the course work and into helping

students not only learn English, but about Canadian society and history as well. Students expressed admiration at how hard their professor prepares for their class; one student stating:

I think about how she prepares for us, she is a very hard worker, always diligent. I couldn't believe — because she has a daughter as well, my children's ages. She needed to work at home. But when I am thinking of — when I came in our class, I thought, how can she prepare everything? (Focus Group 1, 2019)

Students appreciate the amount of feedback and work the instructor puts into giving them feedback, as it reflects the commitment and care she has for her students.

Students expressed that they felt the instructor prioritized the class: “I believe that we are first than her daughters.” [laughter] Instructor: “You are! My daughter says that all the time!” (Focus Group 1, 2019) noted one newcomer. Additionally, students shared that while the instructor was kind and encouraging, she was still strict enough in class to keep students on task and working hard. Students were encouraged to talk and share with each other, but when the instructor was teaching, students had to focus and work hard. One student explained that:

She really went prepared extra. She didn't let us play, she really make us be diligent. Any chatting each other, interpersonally, just, sometimes we need sharing information with others, but we can't because we have to do many things. (Focus Group 1, 2019)

From a newcomer's perspective, settlement workers were supportive of student learning that extend beyond the classroom and contributed to their integration into Canadian life. Instructors had a diverse background and were knowledgeable about the things that were important to English language learners. The instructor was respected as a strong, community-oriented leader who was a positive presence in students' lives. The values they displayed in class were in alignment with Archway's “Three-Fold Intent,” specifically point one that emphasizes “to plan for and

provide direct social and community services (Archway Community Services website, 2019). The values and practices that make the LINC instructor unique were also echoed in the settlement workers responses to what makes Archway a unique organization. The settlement workers who were interviewed spoke about the positive work environment and of the diversity of the team working under the MIIS division.



Canva, (2020)

Settlement Workers

a.) Diversity of team

The linguistic and cultural diversity of settlement workers under MIIS is an important characteristic of the agency. Under MIIS there are 18 settlement workers who collectively speak 23 different languages. Settlement Worker 3 claimed that what makes Archway different is that they have a “wide variety of languages that [they] can provide for different communities”

(Settlement Worker 3, personal

communication, 2018).

Newcomers are likely to experience culture shock when they immigrate to a new country and being able to communicate in the language they are most familiar with can ease some of this shock. Settlement Worker 1 claimed that to ease the burden of culture shock, settlement workers “can send [newcomers] to someone who speaks their language. Here we have different languages. So when they talk to someone they can understand, they can feel relaxed, and they can tell whatever they have” (Settlement Worker 1, 2018). Offering assistance to newcomers in their first language ensures that information transmission is fluid. Clients are able to understand more clearly what services are available to them, share difficulties, and express needs to their worker, as Settlement Worker 3

stated that because [settlement workers] have the language, it's easy for us to transmit [information] to clients" (Settlement Worker 3, 2018).

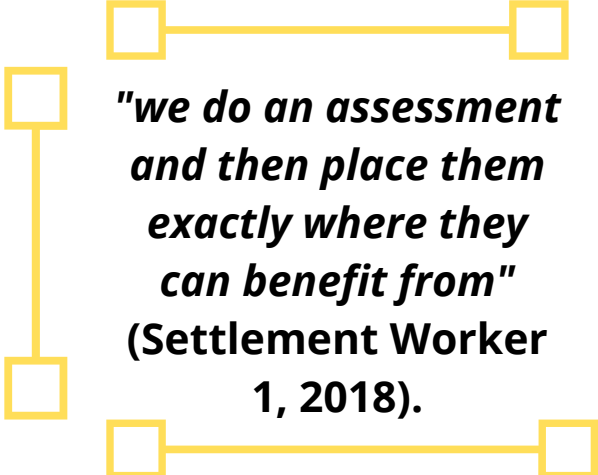
The three settlement workers who were interviewed were all fluent in languages other than English, such as Punjabi, Arabic and Spanish, and were all, at one point, newcomers themselves. When a newcomer arrives, it is possible that they will need to learn English for the first time, or improve their English. MIIS staff can refer a new client to the worker who speaks their language, and from there, they can be placed in the appropriate English classes. Newcomers are tested before being placed in an English class to ensure that they are being met at their current level of understanding of the English language. When workers fill out the application for LINC, Settlement Worker 1 explained that they:

Have to do an assessment to see what level, because here we have level zero up to eight. So those are beginners, they start with zero or level one or two. So they have to do [an] assessment to see what level they are at... So we do an assessment and then place them exactly where they can benefit from. (Settlement Worker 1, 2018).

Archway provides orientations in multiple languages which broadens the client base of the agency by limiting linguistic barriers to assistance. Settlement workers each have a diverse knowledge and skill set, and specialize in different areas of immigration and settlement. This strengthens the ability

of the organization to meet the differing needs of newcomers. Settlement workers are confident that problems can be solved through team efforts or referrals, and Settlement Worker 2 spoke of using each other to navigate the a multitude of issues they may face:

I love what I do. Just recently I'm doing a survivor allowance form for a lady and I'm not familiar with it. But because we have the team we have,

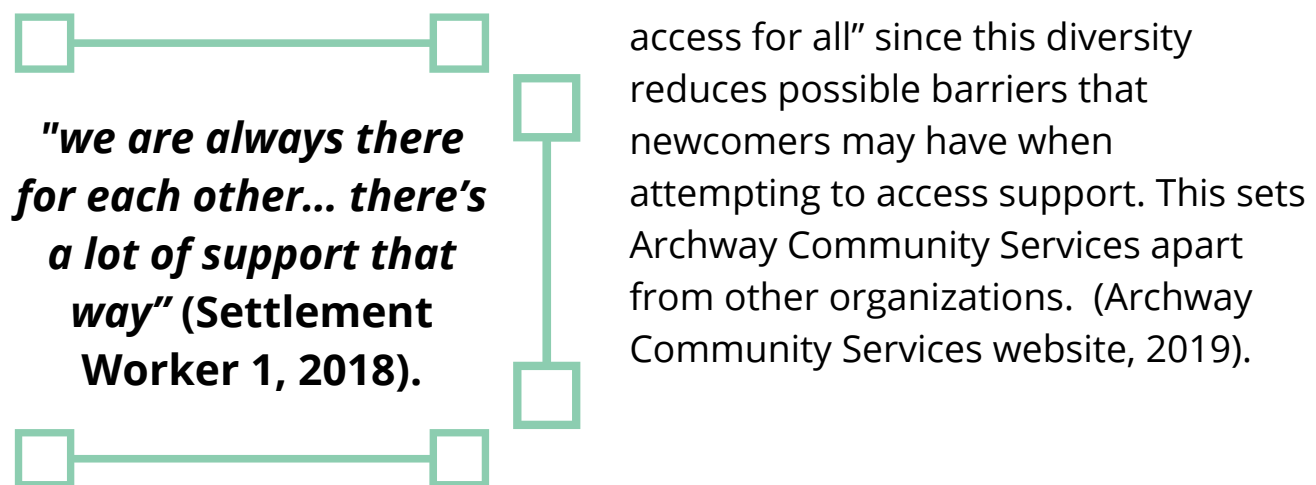


"we do an assessment and then place them exactly where they can benefit from" (Settlement Worker 1, 2018).

I have a lot of accessibility to people who have certain skills. So I know one team member is good with refugees and claimants, another one is great at seniors and form-filling, I'm employment. So we use each other to maneuver through" (Settlement Worker 2, 2018).

Since Archway, and in particular MIIS, provides a number of different services to newcomers, and prides itself as an organization that takes a holistic approach to settlement, it is vital that they have workers who are exceptionally knowledgeable about different areas of bureaucracy, language learning, cultures, and age groups. By knowing the strengths and skill sets of their team members, settlement workers direct clients to the most appropriate person for their case. As one Settlement Worker 1 stated they "know the coworker that helps with the Syrian refugee... so you know we are always there for each other... there's a lot of support that way" (Settlement Worker 1, 2018).

Offering multiple languages and having a diversely skilled team aligns with Archway's official vision of "justice, opportunities and equitable



b.) Attitude and values of workers align with Archway

The personal values and intentions of settlement workers who are a part of MIIS align with Archway's mission to "foster community well-being and social justice through positive action and leadership." These values extend beyond just bureaucratic values, or allegiance to the agency, but reflect the moral and emotional investment that workers have in their jobs. The three settlement workers that were interviewed began volunteering with the agency before taking a paid position, showing both their personal interest in settlement

work, and their desire to help newcomers successfully settle in Abbotsford. Some respondents started off volunteering first, as Settlement Worker 2 explained: “[I was] volunteering [at MIIS]... I got the job and I never left... I love the agency, I love what we do, and I love what I do. I love my job” (Settlement Worker 2, 2018).

The participants were all newcomers themselves at one point, which helped them connect with newcomers struggles in an empathetic way. Settlement workers understand clients’ struggles on a more personal basis, which motivates settlement workers to remain consistently dedicated to their work. The experience of being a newcomer stays with the settlement worker as they navigate their role. What contributed to settlement workers’ success at Archway, explained Settlement Worker 3, is that “as an immigrant, it’s always going to be there with you. So when you’re in this area, working with immigrants, you’re always going to remember where you’re coming from” (Settlement Worker 3, 2018). Settlement Worker 2 claimed that they “...can relate to the struggles [newcomers] had, I was struggling to make connections [as a newcomer]” (Settlement Worker 2, 2018). Settlement workers purpose and interest in settlement work comes from a place of selflessness and empathy. They recognize how emotionally and physically difficult it is to settle in a new country and navigate a new cultural and legislative system.

Settlement Worker 1 stated they “feel good when I help somebody, I feel good that I have done something to him or her...to help somebody stand on their own two feet... when you help them settle you feel relaxed” (Settlement Worker 1, 2018).

This reflects that the fact that the personal characteristics of the employees that Archway hires aligns with their mission “to [foster] community well-being



Canva, (2020)

and social justice through positive action and leadership" (Archway Community Services, 2019). Settlement Worker 2 stated that they had the right type of personality for the job: "I'm just the type of personality that I'm just gonna go in, and I will - if there's a challenge - I will go in and do the best I can. And, I'm just good at what I do — I love learning, I love people, I love listening to stories, I love helping" (Settlement Worker 2, 2018).

Having a helpful and empathetic personality is something that contributes to the success of the agency. As well, settlement workers have to be tolerant towards all their clients and be able to get along with everyone. Settlement Worker 1 explained: "I can go with anybody... I also take things easy... what we are doing here is not for yourself. We are doing it for our clients. I cannot take it personally" (Settlement Worker 1, 2018). Their selflessness and ability to work with anybody was prided as an important characteristic to have.

Being a settlement worker involves frequent adaptation to changing cultural and institutional systems. Workers acknowledged that they must be willing to learn new technologies, have knowledge of how to navigate government websites and documents, and be aware of legislative updates, changing immigration statistics, and cultural norms. They must adapt to clients differing behaviours, changes within the organization such as cuts to funding or changes in funding, as well as changes in programming. Settlement Worker 3 claimed to be "always supported, it's always open for us... and it's just the curiosity as a worker, that you're always up to date with the information... it's always a learning process" (Settlement Worker 3, 2018). Settlement Worker 2 described their role as an ongoing process of learning:

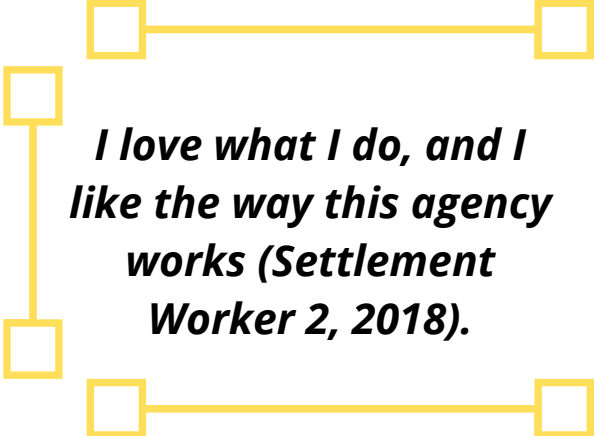
Being a settlement worker, it's everyday learning — you have to learn what's been updated and you also have to learn what's happening out there so that you can properly educate your client. So for me it's not a challenge, it's giving the best and correct information to my client and having to ask if need be (Settlement Worker 2, 2018).

Though it may take time and effort to keep up to date with the changes in technology, culture, and bureaucracy, settlement workers didn't see it as a difficulty, rather a way to improve the service they offer to their clients.

The participants who were interviewed had worked at Archway anywhere from nine to twenty years, reflecting their commitment to the agency and to settlement work. Settlement Worker 2 described these types of workers as 'lifers':

Very few people leave [Archway]. We are called 'lifers', we're not going to leave until we're retired. But I find that very few people leave — for various reasons I guess — but for me I know it's because I love what I do, and I like the way this agency works (Settlement Worker 2, 2018).

Workers explained that they see and experience heartbreaking things, such as hungry families, families with severely disabled children, and families that have been through intensely traumatic refugee situations. Therefore, it is vital that settlement workers at Archway have healthy coping skills and are able to distance themselves from their work enough that they can maintain a healthy balance between caring for themselves and helping their client. Selflessness and dedication was a common characteristic among the participants. These characteristics are important in settlement work because of the emotional labour that comes with the job. Archway workers maintain a professional distance while keeping and respecting the close relationships of trust that develop between settlement workers and newcomers. They explained that it is important to disengage, Settlement Worker 3 stated that "if I am stressed about something, once I leave the office, I leave the office... I disengage" (Settlement Worker 3, 2018).



I love what I do, and I like the way this agency works (Settlement Worker 2, 2018).

Settlement workers positive attitudes and ability to cope with difficult situation contributes to a healthy and productive work environment which aligns with the mission of Archway to "foster community well-being

and social justice through positive action and leadership” (Archway Community Services website, 2019). Settlement workers are positive leaders for newcomers because they empathize with their struggles and remain dedicated to helping them long-term. This makes settlement workers at Archway unique. It is not a common thing for people to have such a deep emotional investment in their jobs and be able to cope with it. Not only does this contribute to the successful settlement of newcomers, but also the long-term successful settlement of former newcomers to Canada, since the workers themselves are exemplars of successful settlement.

Settlement Worker 3 shared a story demonstrating the emotional nature of their job, the process of learning, and their emotional investment in their client:

...people have gone so far, dealing with a child that has high needs — disabilities. So you know it's a learning process. I had a client, and she's here in Canada, and when she came with a disabled child in a wheelchair — when I met him he was already in a wheelchair — but a child. He was, he never had the attention that he needed. This was an eight year old child and he had the weight of a two year old, or a one year old. And it was like, I don't know how to explain, but that just touched me. Last week when I saw him, he's a totally different child. He's healthy, physically — well, not physically, because his disability is forever — but, now he has the weight of a child his age or close to his age, at least. But he's not the child that two years ago, he was like a child that never had any attention, and you see the difference (Settlement Worker 3, 2018).

Watching the child improve had profound impacts on this worker, she was able to see a highly tangible positive impact she had on the family. It also demonstrates the difficult situation that settlement workers are put in, and their remarkable ability to cope with them. They don't shy away from difficult situations like this, rather, they work hard to help meet the needs of the family, and give them the attention and care they need. Her emphasis on the child lacking attention draws parallels to the amount of attention that she was able to provide the family, and the amount of attention that all settlement workers give to their clients. Helping this family with their disabled and underweight child set the course for their

further integration into the community by meeting his basic needs, and the family's emotional need to see the child's health improve. By meeting these needs, the family was able to reach their goals, as Settlement Worker 3 explains:

I used to see his mom before, it tore me to see how hard it could — how hard it is for the mother, to be dealing with, you know, watching her son, with no emotions or nothing. And then you see this family working two years, and approaching their goals, and just to see the child, the way he is now, is a big difference... and when I saw him I had tears in my eyes, because honestly, I never expected to see him that way. So then, you know, there is always hope. There is always something you learn that things can change (Settlement Worker 3, 2018).

Canva, (2020)



c.) Encouraging and productive work environment

Settlement workers reported that MIIS had an encouraging and supportive work environment. They felt comfortable sharing struggles or uncertainties with their coworkers and manager, and they stated that this was utilized as a way to solve dilemmas as a team. It was explained by Settlement

Worker 3 that they have “a good support with our manager, so that helps... when something is going on, I just go talk to her... she’s listening to you... she’s very supportive” (Settlement Worker 3, 2018). Settlement workers feel supported by their boss and coworkers, both emotionally, in that they are able to share struggles with coworkers without fearing that they will be judged or condemned, and materially, in that they don’t feel they will have problems accessing the information or resources they need to support their clients due to their own limitations or lack of knowledge.

Workers feel they are supported by their coworkers, and that they can ask other settlement workers for advice if they need to. Settlement Worker 1 stated that “[Archway] has a very good environment. If you are new you can ask any worker, someone you don’t know you can get help from them. They have teamwork, they work together...” (Settlement Worker 1, 2018). There is mutual support between workers, they cooperate and help each other solve dilemmas, which builds up the strength of the MIIS team. Settlement workers rely on each other to alleviate stress and work through difficulties together, noted by Settlement Worker 2:

If it is stressful, if something is not going well for whatever reason, we — I — have places to debrief within the team. And my manager is good... I could go to her and go, OK, I'm kinda just frazzled at this point, and this is the situation, and I can talk it out. And for me, I'm the type that, I'll talk it out and while I talk it out I figure out what I need to do. I just need to get it out. And she's great for listening and other team members, we do it all the time (Settlement Worker 2, 2018).

The supervisor, in particular, was mentioned by Settlement Worker 1 as a safe person to approach with difficulties:

When the supervisor is very nice, he or she is very nice, [they] say, whatever you need ask me here, anything you don't know, ask me. So, you feel comfortable, you can share anything. So they allow you do to your [work], then later on if you don't know you can go to them and ask. So you grow, you feel comfortable. You know you will be able to do something (Settlement Worker 1, 2018).

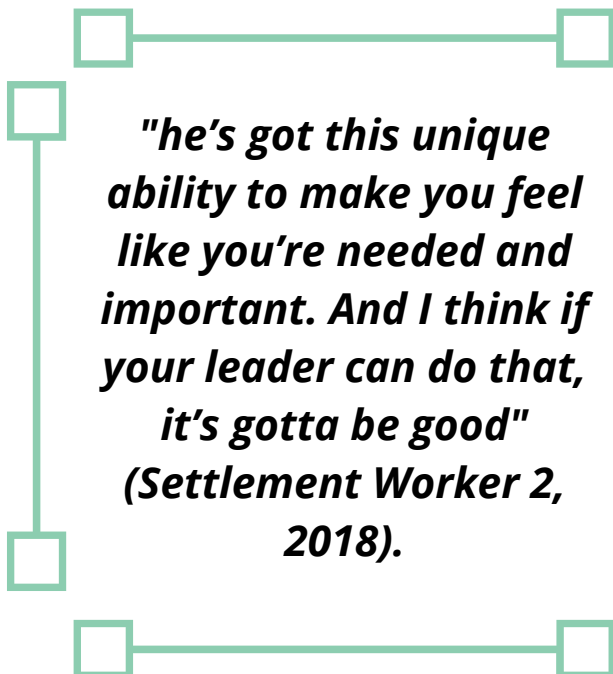
Settlement workers reported feeling valued by their executive director and that this positive leadership enhanced workers relationship with and respect for the agency. Having a workplace that values an equitable and collaborative environment for all workers, executives, and clients facilitates employee loyalty and commitment. In response to a question about what enhanced settlement worker success at Archway, Settlement Worker 2 explained:

I think just being the agency it is. I love [our executive director], I love what he stands for... I love the pathway he's taken since he's been on. And the

way he guides people through, and it doesn't matter if you're a director or you're a settlement worker, he's got this unique ability to make you feel like you're needed and important. And I think if your leader can do that, it's gotta be good. So I do accredit a lot of how I love the agency towards [him] (Settlement Worker 2, 2018).

The positive work environment, loyalty and success of the workers at Archway is influenced by the attitude of the executive director, resulting in expressions of pride in their employment from settlement workers. Clear lines of communication strengthen collective problem-solving skills and foster a team-oriented work environment. Operating holistically is a way to ensure stronger support for clients by presenting a unified front, but keeping a kind and helpful core.

This ensures that MIIS is able to help clients with diverse needs while respecting client confidentiality. When asked about how settlement workers solve challenges or difficult clients it was explained by Settlement Worker 2 that:



"he's got this unique ability to make you feel like you're needed and important. And I think if your leader can do that, it's gotta be good" (Settlement Worker 2, 2018).

We have a lot of clients that access different programs, so when they shop around within settlement, within the four or five of us, we ourselves talk, and it's like so and so came to see you? And I go oh, she came to see you too. So we just have those discussions so we're all on the same page. At the end of the day, we don't turn anyone away (Settlement Worker 2, 2018).

By working through challenging situations with clients together, they can ensure that the client receives the assistance they need and preserves the reputation of Archway by ensuring that all workers are made aware of challenging situations, and work through it together.

Through growth avenues, such as team workshops and debriefing sessions, settlement workers are able to grow both in their job position and on a

personal level. Settlement workers said that the organization helped workers navigate these areas through workshops, inter-team debriefings, and trainings. Workers are encouraged to grow through self-reflection and coworker feedback.

Archway wants to see its employees grow and provides workshops and open lines of communication throughout the team in order to achieve this. As a result, Settlement Worker 2 explained: “You grow a little everyday. There’s constant learning... you also learn what your personality is, and how you come across, and how certain people’s personalities are.” Personal and professional growth is fostered by providing a supportive work environment and manager. Settlement Worker 2 explained that the agency ensures the success of settlement workers:

[Archway] is very supportive... when I first started I was very assertive and a lot of people thought that was aggressive. So I had to — talking to [our manager], and I've known [our manager] all the years I've been here, she's very passive and calm and I'll go in and I'm like, you know? And I used to be very impulsive and I did take it personally. Years teach you not to. And that's the agency that's done that, and the clients I've dealt with, and the situations I've come up with. Ok, this is how I handled it last time, that's not gonna work, let's try this. And the trainings we get, right?[sic] Like we did, you do personality trainings, we do all sorts of team trainings together. So that enhances your learning (Settlement Worker 2, 2018).

Workers are always encouraged to grow and “[Archway is] always open to help you get training... socially you’re always learning, always growing” Settlement Worker 3 (2018) explained. The agency prioritizes the emotional and social strength of its employees because of the highly interpersonal nature of settlement work.

Participants described their coworkers at MIIS like a family. Family here would not necessarily mean the Western style, nuclear family with hierarchical roles, but rather a more horizontal family, one which values the fact that everyone has different strengths and weaknesses, is on an

equal level with one another, trust each other, and support each other.



It's like a family... there's flexibility, there's autonomy, there's ownership, there's responsibility for what you do... there's no micromanaging... that autonomy is what makes me want to work. It actually makes me want to do more (Settlement Worker 2, 2018).



This could be classified as a working family, in which they have personal feelings of emotional connection to each other and their clients that doesn't necessarily constitute a commitment outside of the work environment. This limits the emotional strain placed on settlement workers. Settlement Worker 2

described the working family as follows:

It's like a family... there's flexibility, there's autonomy, there's ownership, there's responsibility for what you do... there's no micromanaging... that autonomy is what makes me want to work. It actually makes me want to do more... not restricted... it's a family. We take care of each other, and it's a place you want to be (Settlement Worker 2, 2018).

This autonomy afforded to settlement workers makes them more productive and satisfied in their role. Their boss isn't seen as overbearing or controlling over the work they are doing, which gives workers a sense of independence and a motivation to do more than what is asked of them.

Settlement workers are given the freedom and flexibility to plan extra events such as birthday parties or holiday celebrations. This reflects the fact that workers value each other and have caring personal characteristics. They value being apart of a team and being able to build relationships, and see that it contributes to a healthy work environment. Settlement Worker 2 explained the importance of celebrating birthdays and holidays of their coworkers:

But I think that because we are a family, we need to be there at a personal level as well. And I don't know if someone in my team's family will acknowledge birthdays, but I'm going to. But I think it's important and it enhances that relationship. Which then enhances your work environment (Settlement Worker 2, 2018).

Acknowledging different cultural holidays in the Archway lobby and coworker birthdays makes members of the MIIS team feel valued and personally appreciated. Because of the level of interpersonal relationships between settlement workers and clients, it is important to ensure that the agency draws personal and professional boundaries between workers and clients. This was explained by Settlement Worker 1, with the assertion that: "Some boundaries that we don't have to cross... Archway boundaries. I know I understand the suffering, I cannot do nothing for them, but if I can help them in another way, later on help themselves, will be better" (Settlement Worker 1, 2018).

This preserves workers' emotional energy and in turn contributes to a more productive work environment. Should workers over-exert themselves emotionally, their work performance will diminish and they won't be able to put their best effort into the work they do. Even though settlement workers may experience emotionally and ethically difficult situations, it was made clear by Settlement Worker 1 that there are ethical guidelines they must follow: "There are some rules and regulations here in Archway. So even if I have something, I have twenty dollars, I can't give it to my client, so it's not allowed" (Settlement Worker 1, 2018).

Having flexibility is important to workers. They are able to branch off and explore other interests or professional development opportunities without fearing job loss. It was stated by Settlement Worker 1: "[Archway] is also very flexible... [I was] going to school and working [here] part time" (Settlement Worker 1, 2018). Settlement Worker 2 explained this flexibility is important for maintaining their mental health: "I'm lucky because, [our manager] will then let me take a seven month leave to go run a project, which I've done in 2016, 2018. So that kind of rejuvenates me" (Settlement Worker 2, 2018). Keeping workers happy, feeling valued, and preserving healthy communication pathways is vital

to ensuring that they remain productive and committed to the agency. This enables them to help newcomers to the best of their ability. Workers at MIIS are recognized as humans with needs, feelings, and capabilities, not just as employees. Not only does Archway establish this for their workers, but also for their clients by offering a holistic, all-encompassing approach to settlement, and facilitating the environment necessary to do so.



Bradford Today, (2020)

2. Holistic support for clients

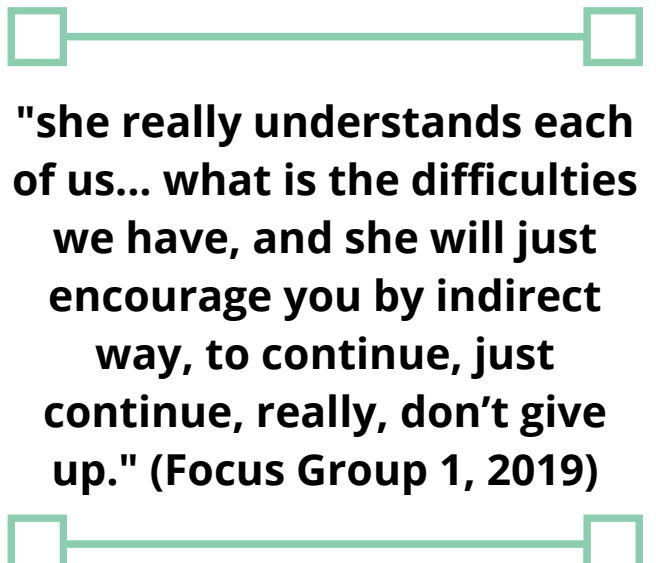
Focus Group

This section explores how MIIS provides newcomers with holistic settlement support and why this is vital for successful settlement. Newcomers mentioned the holistic support that came from their involvement with their LINC peers, instructors and that course content enabled them to not just settle successfully in a new community, but also to thrive. Students in the LINC class see their instructors as effective because they encourage students, and understand the often difficult or stressful situations they are in. Newcomers emotionally and personally grow through the LINC classes due to the helpful nature of the instructor who is seen as a caring and encouraging mentor to students. One student expressed appreciation for the instructor's understanding demeanour:

I really appreciate her patience, because she really understands each of us, what we are going to say, what is the difficulties we have, and she will just encourage you by indirect way, to continue, just continue, really, don't give up. And she built most of my confidence — she's listening to me, but she really, I learn a lot in her class (Focus Group 1, 2019).

One student stated that they felt they would be "...stereotype[d] if you're in Canada [and] cannot speak English very well, you might be lower the IQ or something ...I felt more respectable [when I improved my English]" (Focus Group 1, 2019). By improving, they felt they became more respectable, and had more confidence in speaking with other community members and meeting new people. One newcomer

explained that "[LINC] helped [me] become more confident" (Focus Group 1, 2019). The caring nature of the LINC instructor helps to improve



"she really understands each of us... what is the difficulties we have, and she will just encourage you by indirect way, to continue, just continue, really, don't give up." (Focus Group 1, 2019)

the confidence of LINC students and contributes to an improvement in their emotional well-being and feelings of belonging and comfort during the ongoing process of settlement.

Newcomers benefit by improving their communication skills in LINC classes. LINC classes help newcomers improve their language both in class, through communication with fellow students, and through directed resources such as apps or reading books. A student explained that the LINC class was not just helpful in class, but gave students the knowledge and skills to improve independently, outside of class time: “One of the most important things I learned in this class was to learn many new ways to improve my English skills. Before I didn’t know. And some new apps. And I form [a] habit to read everyday” (Focus Group 1, 2019).

Instructors come to class prepared and with material relevant to Canadian society, culture, and politics. In this way, instructors help equip newcomers with the knowledge to be able to socialize with Canadian residents outside of class, as the information learned enables the facilitation of conversation beyond basic communication. One student compared their university English course experience with their LINC experience:

First, before I joined this class, I only thought about... learning English, but after joining this class I realize that is not only about the English, it's about the Canadian culture, understanding about the Canadian values, and how to improve the Canadian society, and then what can I do for the community? Even I have a good English, before I didn't, but there are some difference of understanding the cultures, because the Canadian has different values. So it was like little bit of difference of thinking and living style, but now I kind of learn that what is kind of mainstream of Canadian culture, and it really helped me to enjoy my life in Canada, and I became more confident with my attitude, and speaking, and communicating, meeting new people. It's really helpful for me to learn those skills, and it's really not possible, in, like, from university class, because it's so unique (Focus Group 1, 2019).

The structure of LINC is conducive to learning because students get a chance to connect with each other and their instructor which pushes them outside of their comfort zone in a safe and respectful environment. Not only do they learn how to communicate in English, but because the class is so diverse, students also learn intercultural communication between each other. One student stated that it was the structure of the class that facilitated improvements in their communication skills, and explained:

The way we do the presentations and the role plays, it encourages us, it improves my confidence, before this class I didn't have the courage to stand in front of the class, but now I know more of open up with the new people (Focus Group 1, 2019).

Being confident enough to open up to more people in the community is vital in successful settlement. By communicating to other members of the community, newcomers build connections and are able to establish a place for themselves. This leads to successful long-term settlement, as newcomers can establish a supportive social base. Instructors put extra effort in to helping students succeed and integrate into the community. One thing that is important in successful settlement is establishing employment opportunities. A student explained the LINC instructor assisted them with their employment opportunities:



One thing that I really appreciate is [the instructor] wrote me a reference to my job. It is not easy to find a reference, a proper person to give me a reference, because I don't know much people in Canada so it was good to join this class to expand my relationship with other Canadians and also my classmates (Focus Group 1, 2019).

Building connections with Canadian residents, such as the instructor and other newcomers, builds up clients relationship base which opens up job opportunities and increases their chances of gaining employment through personal and professional references.

Newcomers spoke of learning how to navigate and understand Canadian institutions because of the emphasis placed on cultural learning that happens during their language lessons. LINC students attest to also learning how to navigate Canadian bureaucratic systems and institutions, such as the banks, the school district, justice system. Along with systemic learning, there is also historical learning that goes along with this as students learn about the physical and human geography of Canada, including the northern Canadian economy, Canadian multiculturalism and Indigenous history. A newcomer explained that their LINC instructor added to their knowledge of Canada:

... helped me to understand Canada. Like Aboriginal people, like charter, and also Canada, a lot how it is. Just let me understand it, many things. I can't understand before. During the Olympics [that were in Vancouver]— at that time I was in China — there were many Aboriginal totem poles at the ceremony, I couldn't understand that at the time, but now I understand it (Focus Group 1, 2019).



Many Canadian schools and government are placing increasing importance on learning and understanding indigenous history and culture; LINC is one step ahead, and has already integrated this into their curriculum. This is representative of the diverse knowledge and care that LINC

Charlaine Robinson (2017)

instructors put into preparing content for the class that is important and relevant for understanding and integrating students into life in Canada.

This is another way that LINC goes beyond just language learning. A language has a history and culture behind it, by understanding the language of a place, people can understand its culture. LINC students understand this, one student stated that “LINC class is more socio-linguistic impact” (Focus Group 1, 2019). LINC classes foster an understanding of Canadian society and institutions which creates educated citizens.

If students have issues navigating these new systems, the class was a place where they could seek out solutions and answers to their questions from both the teacher and other students, which one student explained as important because when newcomers first arrive they also have to adjust to a different system along with the different culture:

[I] didn't know the system... the bank, the system... Especially the school district here is so different. If I have some problem, I ask the teacher and she gives so many good solution. So I can pick, I can choose... the solutions. It is very nice. Or sometimes we be sharing with each other, if I have some problem (Focus Group 1, 2019).

Another student explained that understanding Canadian culture and systems was “crucial for... life in Canada, accepting the Canadian culture, which is what [LINC] really teaches us” (Focus Group 1, 2019). Through LINC classes, students are able to “understand [the] Canada justice system, policing system, multicultural, everything” (Focus Group 1, 2019) and by improving their English, they are able to better navigate these institutions on their own. Part of successful settlement is independence, which LINC helps students achieve.

One newcomer spoke about Archway having a multitude of services offered to clients to help



"Many Canadian schools and government are placing increasing importance on learning and understanding indigenous history and culture; LINC is one step ahead, and has already integrated this into their curriculum"

them settle successfully, another student agreed in response to his statement: "I think [Archway]... it's very helpful for newcomers especially, and I say, it's like a mother! [agreement from class] They have a list of services, whatever newcomer wants, they are a [inaudible as class agrees]... Yeah, big dimension of services, you know, if I have a problem it's a window to [Archway] and there is a solution" (Focus Group 1, 2019). Just as settlement workers feel supported by their coworkers when it comes to solving a variety of issues, newcomers feel that Archway is able to provide them that same holistic support.

In 1985, Canada implemented the federal Canadian Multiculturalism Act, which is intended to preserve and enhance multiculturalism in Canada. Part of this act includes a multiculturalism policy which includes that it is the policy of the Government of Canada to "promote the full and equitable participation of individuals and communities of all origins in the continuing evolution and shaping of all aspects of Canadian society and assist them in the elimination of any barrier to that participation" (Canadian Multiculturalism Act, 1985). To ensure this, it is crucial for newcomers to learn English and be able to navigate Canadian institutions and systems in order to their basic "right to receive services from the Government of Canada in either English or French" and to protect their access to education, health care, jobs, housing, social services, and pensions (Government of Canada website, 2019).

Settlement worker responses

a.) Ongoing supportive relationships with clients

Settlement workers stated that one of the most helpful things about Archway, and what enables its success, is the holistic, all-encompassing nature of its programs. The programs meet clients needs on multiple levels - that is, physical, emotional, and bureaucratic. Settlement workers become emotionally involved in clients lives and in a few cases, these relationships develop beyond the time of settlement and connection to the agency.

Settlement workers maintain contact and ongoing support with clients until they are independent enough to no longer require guidance from the settlement staff at MIIS. Settlement workers attested to watching clients grow from the time of referral to the organization, to the time of successful settlement. Settlement Worker 2 described a particularly successful story of settlement that stood out to her:

But my favourite is a family that came in as a SWIS [Settlement Workers in Schools] family. They got their PR [permanent residency], then five years later they renewed it, and then they applied for citizenship, and they got it! And that, to me is huge. I just saw the baby steps of them coming, going to school, going to English classes, and they got it! (Settlement Worker 2, personal communication, 2018).

The process of settlement can sometimes take years, and was described by Settlement Worker 3 as “a long process, but with hard work, they accomplish what they wanted” and by Settlement Worker 2 as follows: “The moment is long, it’s not just one moment, it’s seeing them grow and flourish... you know where they started” (Settlement Worker 2, 2018). Settlement workers recognize the hard work that clients put into integrating themselves into Canadian society and express pride and awe in their clients. It is especially impressive to settlement workers to watch clients grow and integrate because they witness the emotional strain that newcomers experience when coming to Canada first hand.

Over time, newcomers establish themselves, one worker mentioned watching families and individuals grow over the time they are connected with MIIS: “Through the years, they became, they acquire enough skills they are working,” Settlement Worker 3 (2018) explained. She also witnessed family growth: “And then you see this family working 2 years, approaching their goals” (Settlement Worker 3, 2018). Settlement workers take a supportive role while newcomers do the difficult job of transitioning into a new community.

Relationship building is a key part of the settlement workers job. These

relationships become so strong, that even when the clients no longer need assistance from the agency, they do follow-up and update workers on progress or exciting things in their lives. The long-term nature of the work means that workers experience clients' growth from first arrival to independence and integration into Canadian society. Strong, positive relationships are built between clients and settlement workers, as Settlement Worker 2 described:

...on a settlement basis, it's just having people come back to you, it's [as] simple as that. You've helped them, they're on their way, but they'll remember you a year or two later and think oh — I've gotta call [my worker] and ask for help here. And they specifically ask for you, that's like wow, ok, this is good (Settlement Worker 2, 2018).

Google Images, (2020)



The work of settlement is ongoing and long term, and it is clear that the personal relationships between clients and settlement workers are positive enough that newcomers feel comfortable coming back to MIIS to ask for help when they need it.

b.) Sharing the burden of settlement

Settlement workers perform emotional labour as a part of their job and likewise, newcomers are on an emotional journey as they settle into a new culture and country. Workers spoke of becoming emotionally invested in their clients. They described celebrating with their clients and going through the ups and downs of settlement and integration with them. Settlement Worker 3 explained that “When [our clients] are up, we are all happy and good, and when there is something down, then you are all down” (Settlement Worker 3, 2018).

Settlement workers described newcomers coming to MHS with not just physical or basic needs to be met, such as food or shelter, but with emotional needs as well. Clients could show up to their appointments frustrated, upset, or unsure about how to solve their problems. At times, they could be questioning if they want, or are able to stay in Canada due to the stress they're experiencing. The settlement workers do their best to make them feel at home and help them through difficult situations. Settlement workers encourage their client to open up and share their needs so that the settlement worker can provide informal counselling and advice. Settlement Worker 2 spoke of one experience in particular where she was able to help successfully navigate through a client's emotional distress:

...and with the father. I helped him mostly trying to get work, and he was very — he was ready to pick up and go. It was like, this was the wrong move, I wanna pick up and go. Yet the wife and the children wanted to stay. So it was trying to get him to maneuver and make progress. But he would get very disheartened, and so he would come and talk to me, and it's like ok, now we're here, look at what progress you've made in this time. And my sort of, rule of thumb, is it takes five years, if not longer. But if in five years, you're feeling exactly as you're feeling six months after you've been here, then go back... (Settlement Worker 2, 2018).

This family, particularly the father, saw his settlement worker as someone he could come to with his emotional struggles. Settlement Worker 2 showed that she was familiar with this kind of struggle, and knew what to say to him to encourage him to stay. In the end, she was able to successfully help this man overcome his struggles and saw the whole family succeed in the long term because of it:

So it was just guiding the family through. Like I said, she's got a daycare, he's working, and you know we talked and said, so see, we did say it would take time. He said "I'm glad that you told me not to go back so quickly," and they got their citizenship (Settlement Worker 2, 2018).

Settlement workers expect and prepare for their clients to be struggling emotionally, and Archway has fostered an environment that makes clients

feel as comfortable as possible when sharing those emotional struggles. It was explained by Settlement Worker 1:

When you come to [Archway], you're frustrated because you don't know what to do. But when you come here, you get to sit down with someone, he or she will talk to you and let you feel at home. Just tell me what your needs are and we will try our best... they feel like they got someone to help them (Settlement Worker 1, 2018).



Google Images, (2020)

c. Follow- up and long term success

Settlement workers have a desire to help clients through emotionally difficult times, and encourage clients to open up and share their struggles. Emotional support is vital in settlement work, it is one part of the holistic life of settlement that Archway helps clients build. This support is essential for clients as it is important for them to feel that they have someone to fall back on, or someone to help them if they need it. By leaving their home country, newcomers are leaving their community and support system behind. Part of settlement is rebuilding that community. Even years down the road, when a newcomer has become independent enough to navigate Canadian society on their own, the impact that settlement workers make stays with clients, and the client will often come back to visit, call, or even send Christmas cards and birthday gifts. Settlement workers appreciate and value this relationship, as described by Settlement Worker 3:

I enjoy and I celebrate with my clients. You know, I had clients, refugees — they came as refugees - and it took a long time for their process to be

accepted. And then, they've been here working hard, learning, going to school, going to university, and now they are Canadian citizens, and they have a career, and they're working, and they're happy. And you know, I just got a phone call the other day, two days ago. One of my clients called me and said "Thank you! I just got my passport and I did this! I went across the border, I went to a restaurant. I don't like it! I feel better in here, in Canada." And I said good for you, why go across the border? I am very much — I'm local, I'm very national. And she says yes, yes, me too. So I just wanted to let you know, say thank you, happy new year, because you helped me through all of this, and she said I wanted to — because she called me for Christmas and I wasn't around — and so she called me and said, I want to come visit you because — I said you don't have to get me anything — No she says, I always like to come and leave me something. So she leaves me a card, chocolate, or something. So I celebrate with them, it's not the chocolate, it's not the card, it's the fact that you see your clients finally settled, and happy, and doing something. Because a career — she works as a care aid assistant (Settlement Worker 3, 2018).

Settlement workers show emotional investment and ties to their clients. They use trauma informed practices. Expanding on the claim that they celebrate and mourn alongside their client, Settlement Worker 2 explained that their "heart just melts, and it's like, it's not me, it's [the client] that did this" (Settlement Worker 2, 2018). They recognize the hard work their clients puts into settling and adjusting to life in a new country, and feel pride when they succeed. This emotional connection comes from a place of selflessness, since settlement workers have first-hand experience with settling in a new country, and the emotional strain it can put on an individual.

One program in particular, the Job Connections for Immigrants (JCI) was highlighted as an example of meeting both the emotional and integrative needs of newcomers. Through this program, newcomers are able to improve not only their language, communication, and employment skills, but are also able to network with other newcomers and get support from both them and the instructor. Settlement Worker 2 explained that it helped "them on a more personal, human basis of, they let you into their lives and some of the struggles they're having at home, their families" (Settlement Worker 2, 2018). She prided the students in this program on their "ability... to come and talk to us, allowing us in and

then being able to support that to whatever max we could" (Settlement Worker 2, 2018). She felt deeply connected with the students involved in that class and described it as surpassing personal and professional projected expectations of student success. She stressed that it was important to have ongoing funding for such a successful program:

... for JCI, we're ran it twice. We super scored what they've asked for. Most of our clients, we were in the 80-85% success rate... We superseded our numbers. We've done it twice. We've proven it's needed. I've got a waiting list of people, but because of the criteria and the money factor, it's not ongoing. It should be ongoing, because we are placing people in jobs (Settlement Worker 2, 2018).



"It should be ongoing, because we are placing people in jobs" (Settlement Worker 2, 2018).

She shared one particularly successful story that stood out to her from the JCI program. The story reflects her use of trauma informed practice and was an example of a client experiencing noticeable emotional growth:



There was one lady, she had a tough view on life. Understandably, when you learned her history — why. So, I think she was afraid to let us in. It's just, you know what, you put your hand out there and then you leave it... You put yourself out there and make them know that you're there, and then you walk away. If you do it consistently, eventually they turn, and will [take your hand]. So it took a while, towards, even, to the practicum, but she did turn around. She was very pessimistic about everything that we were teaching and stuff. That can saturate into the group, and sort of spread, right? But it was just talking... and like I said I had a great team of people — and just sort of turning it to do a little self-reflection, and little by little — and the group doing the same thing — you know understanding who she is. We may not change her, but we can give her a different outlook. We can give her a different option to look at... they jelled with her and she did turn around... To me, that's part of life, we have people in our families like that right? So, I don't think it's very difficult, you just have to be available (Settlement Worker 2, 2018).

The emotional support that the JCI program had contributes to the holistic nature of the support services that ACS offers. It is one important piece to successful settlement that is crucial enabling client success. What was most helpful about the JCI program, as Settlement Worker 2 explained was how it met client needs on multiple levels:

They got English language, they got computer skills, they got life skills, and it's all workplace based, it's all employment based. Just getting all of that and being together with a group of people every day, Monday to Friday, nine to four. Where you would come, and you networked with each other, and you learned those components, and the goal was you needed to get a four week practicum and then after that practicum, a job offer...

Obviously, the components in the classroom, then they got certification from UFV, and also meeting them at a — that's the educational basis — but meeting them on a more personal, human basis of, they let you into their lives, and some of the struggles they're having at home, the struggles their family's having, because they're new here, or they've been here a while, and things aren't working out. The ability of them to come and talk to us, and allowing us in. And then us being able to support that to whatever max we could. And also coming to class everyday was an outlet. Right? So we met their emotional needs on that basis... just helping them get there emotionally, whatever was going on. And then getting employment at the end. You could physically see changes in these people, of how they came in and then, wow, I've got a job. And they're standing tall, and yeah (Settlement Worker 2, 2018).

Settlement workers see clients as doing the hard work of settlement by learning to emotionally cope and helping each other to do the same. Settlement workers see themselves as playing a supportive role for clients and are emotionally invested in their success.

c.) Language learning services provided

Archway Community Services offers English language learning courses, under LINC, tutoring through Access to English that are tailored to accommodate different levels of English language learning. Archway also provided two-way communication services between clients with low English skills and government workers.

This is essentially a real-time translation service that's utilized when families need to communicate to an official, such as their child's teacher or a government worker. In this situation, the settlement worker attends meetings with the newcomer and the official described by Settlement Worker 2 as such: Sometimes we do two-way communication between teachers and parents. So when there is something, I have to be there to attend the meeting, the parents don't speak English. So, that is called, 'two- way communication" (Settlement Worker 2, 2018). By providing this service, newcomers don't have to worry about not being able to access important information or communicate needs or issues to others.

MIIS provides LINC from level one to level eight of the Canadian Language Benchmark (CLB). Newcomers are assessed before placed into an English class that will best match their level of English. This ensures that newcomers are not thrown into a class that is not beneficial to them, and saves time, stress, and money. Having a sufficient level of English is required to obtain citizenship in Canada. Settlement Worker 1 described the importance of helping newcomers learn English:

What I've found helpful for them, when they came, and some of them don't speak English, they never went to school in their home countries. But when they came, ACS helped them to settle in the community and enrolled them in LINC classes. And even, another success is, they did English classes from level one up to level four. Here if you want to apply for citizenship, you have to have level four, that is another rule. If it's not level four you cannot apply for citizenship (Settlement Worker 1, 2018).

The LINC program carefully places newcomers into a class that will meet their current level of English. Settlement Worker 1 explained the process:

[We] fill out the application for the LINC, and we have to do an assessment to see what level, 'cause here we have level zero up to eight. So those are beginners, they start with zero or level one or two so they have to do assessment to see what level they are at (Settlement Worker 1, 2018).

This ensures that the class that newcomers are placed in will be of benefit to them. As seen in the focus group responses, having a

sufficient level of English is important for not only communication, but also for understanding Canadian culture and integrating into Canadian society. Acquiring language is one of the most important pieces of settlement, and is vital in the process of clients becoming independent and able to navigate Canadian institutions on their own.

d.) Navigating bureaucracy/ institutions

Settlement workers guide newcomers through bureaucratic institutions that are vital for meeting basic needs and legal requirements when first entering Canadian society such as obtaining citizenship or permanent residency status. Settlement Worker 2 explained that helping newcomers navigate this is a major part of their job: "So those are needs based on first arrival as to form filling that needs to be done for medical, for MSP, for applying for SIN Number, child tax benefit forms, those kinds of forms are done" (Settlement Worker 2, 2018). Settlement workers guide newcomers through Archway's programs, or refer them to other institutions that can meet their basic needs, explained by Settlement Worker 1: "So those who don't have basic needs, we refer them to the food bank... also give them a bus ticket" (Settlement Worker 1, 2018). Archway also provides a food bank for the community, among other programs that newcomers can access within the agency.

Settlement Worker 2 stated that navigating these complex bureaucratic institutions and processes is one of the biggest barriers or challenges for newcomers:

Just trying to maneuver yourself through the [Canadian] system [is a barrier]. That's one of the things that I really like about us, we're able to give them more of a holistic picture, and avenues, and give them those resources. Then saying ok, we've done these pieces, now you've gotta go here, now you gotta go there, and you gotta go there, right? There's a few places they have to go by themselves, but we plan it. I personally, as a worker, I plan it out for them. So, these are your steps this is what you gotta do, right? But know that I'm your backup if you need any assistance (Settlement Worker 2, 2018).

By having a settlement worker guide them through legal processes,

newcomers have a clearer picture of what forms need to be completed so that they can meet basic needs such as obtaining medical coverage, enrolling children in school, applying for residency, and obtaining social insurance numbers for employment. The settlement worker doesn't do everything for the newcomer, rather they teach them how these things can get done and where to do them so clients learn for themselves how to access these services in the future. Settlement Worker 1 explained:

We give them all the information that will benefit... them. This is what you can do, this is where you can go... we show them one by one until they know the area or the community, we show them all the resources within the community that they can access (Settlement Worker 1, 2018).



Canva, (2020)

By providing information, rather than performing tasks for clients, settlement workers help bring newcomers one step closer to independence. Settlement workers attested to showing newcomers around social institutions such as the transit system, grocery stores, shopping centers, banks, school systems, and other community resources. Basic needs for a newcomer consist of these two primary aspects: navigating both governmental institutions and social institutions, as explained by Settlement Worker 1:

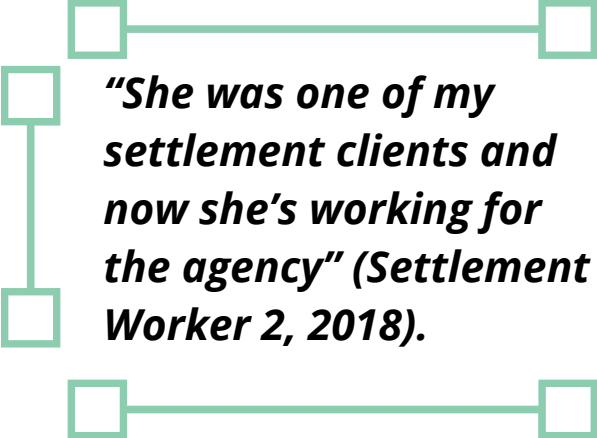
When they come, [and are] very new, they don't know where the shopping centers are, grocery stores, where to take the bus. So we show them where to do those. They have to do some documents, like social insurance number, BC services, we apply for child tax benefits, bank account, school district, bus routes... we show them all the resources they can access (Settlement Worker 1, 2018).

Each participant explained that the first thing they provide for newcomers is assistance in meeting their basic needs.

e.) Securing Employment/ Employment training and Upgrading Education

Settlement workers spoke of helping newcomers grow in their employment paths by directing them to routes where they could upgrade their education, including completing high school, learning English, upgrading their educational credentials, and beginning education, whether post-secondary or otherwise, with the goal of helping newcomers become financially independent. Successful stories include newcomers opening their own businesses and obtaining steady employment.

Settlement Worker 2 spoke of a former client who became a worker at Archway Community Services: "She was one of my settlement clients and now she's working for the agency" (Settlement Worker 2, 2018). Settlement Worker 1 shared a few particularly positive and successful experiences he's had with clients:



"She was one of my settlement clients and now she's working for the agency" (Settlement Worker 2, 2018).

There are some clients, I can say three to five clients, before, they started from scratch, they started LINC classes here at [Archway and] we've been helping them go through until they sign up for home-care [jobs]. Some, I think two of them, they went to Spratt Shaw for a year. They finished their diploma... others to Langley, to do home care [jobs] as well. I can say both of them now are working at a facility, some in Abbotsford, one in Langley. So we help them to get out from

the welfare, they were on welfare. But now they are independent, they are making their own money. So now they are free, but before they- there were some who were living in BC Housing. Here, they have to fill out the form [for welfare], they have to know, how much are you making this year, if your income increased, decreased... they have to do a job search every month, I think it's like fifty or a hundred places that you visit, you drop your resumes. But that time, we helped them to get out of that, they're independent (Settlement Worker 1, 2018).

Getting off of welfare and financially supporting themselves was spoken of by settlement workers as a major success and main factor in successful settlement. Being able to gain and maintain employment is a result of the culmination of all the services that MIIS offers to clients. In order to gain employment, newcomers need to improve their English skills, navigate institutions to become a legal workers, and be able to cope with emotional difficulties. This required guidance from an ongoing relationship with a settlement worker.

The JCI program was brought up as a highly successful program for helping clients not only gain employment, but grow in emotional and personal areas as well, specifically because it is such an all-encompassing program that meets clients on an emotional and material level. JCI is a direct funnel into jobs and independence. Settlement Worker 2 spoke especially highly of this program:

They get classroom training [in the Job Connections for Immigrants programs], certifications, they go on to a practicum, and then job searches... they're employed at the end of the contract, you know they've got jobs which they never would have had, had they not put the effort in (Settlement Worker 2, 2018).

JCI walks newcomers through the process of employment training, practicum, and finally, employment, but settlement workers recognize that the hardest work comes from the newcomers.

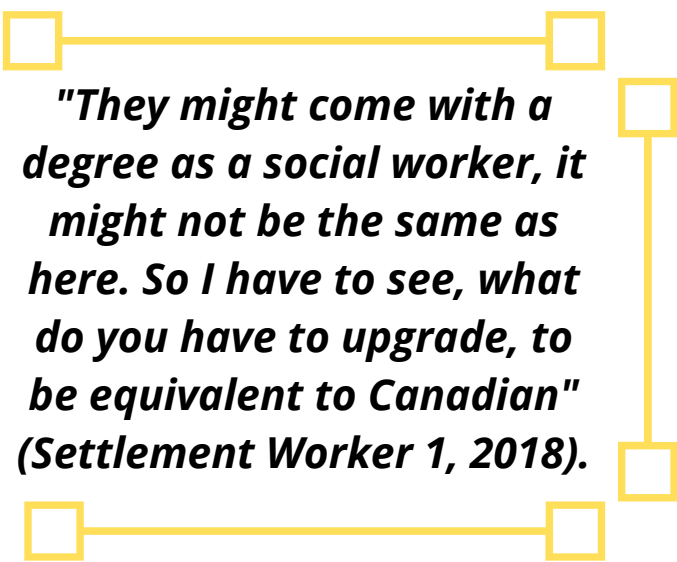
Settlement workers assist clients to ensure that they can continue in their current occupation when they start working in Canada. This could involve upgrading credentials to be equivalent to Canadian standards.

Settlement Worker 1 described this process:

There are those who have degrees in their home countries and they want to transition in because it might be different from Canada. They might come with a degree as a social worker, it might not be the same as here. So I have to see, what do you have to upgrade, to be equivalent to Canadian. So there are programs that can do that, can let them transition into their program and become a social worker. So they have to sit with someone to advise them what courses they have to take so that program will be equivalent to Canadian (Settlement Worker 1, 2018).

Settlement Worker 2 also attested to helping clients upgrade their credentials:

The mom needed to know what her credentials were worth here in Canada. Going through that process and then giving them avenues of learning where they can look at, see what avenues they wanna take and whether they qualify for those programs or schooling (Settlement Worker 2, 2018).



"They might come with a degree as a social worker, it might not be the same as here. So I have to see, what do you have to upgrade, to be equivalent to Canadian" (Settlement Worker 1, 2018).

Helping newcomers stay in their chosen and earned occupation upon arrival can ensure that they are happy and satisfied in their employment, which leads to an overall general sense of well-being. This contributes to successful settlement in that it goes beyond independence, but contributes to a thriving newcomer population.

Emotional stress can lead to physical and mental health problems, and can make it harder for newcomers to settle in a new country. Making sure that newcomers are satisfied in employment leads to long-term successful settlement since it can contribute to their emotional well-being.

Newcomers work to get their current credentials accepted, but also work

to upgrade their education when they arrive. One story was shared by Settlement Worker 1 where a newcomer “went on to Sprott Shaw for a year... [and] finished their diploma.” Settlement Worker 3 shared a story of a family who “came as refugees... they were with low education. Like they had never been to school at all, and then, as they’re working through they started learning how to read and write, and they’ve been integrated” (Settlement Worker 1, 2018). By upgrading their education, learning English, and gaining satisfactory employment, newcomers work to become successfully integrated and settled, while also contributing to improvements in their own personal happiness. A happy population, newcomer or not, can lead to a more positive and productive community, and the settlement workers at MIIS are aware of this.

f.) Diversity of services are tailored to help specific clients

Settlement workers attested to the importance and practice of sitting down with clients and getting to know them, their stories, and their needs in order to guide them in a way that will help them best meet their needs; known as a needs assessment. Settlement Worker 3 noted twice in her interview about clients coming with new and different needs: “So when they come, they come with different issues, [it’s our job] to guide them and support them. [We help them] access... the services available to them” (Settlement Worker 3, 2018). She explained:

You deal with a variety of issues. Yes — new immigrants, that is one thing, but this new immigrant comes with different issues. We could be dealing with some family problems, their family dynamics, we could be dealing with substance abuse issues, so many different things, kids with disabilities, you know, that is like — working with families with disabilities is another area too, and you learn a lot from that too, you learn a lot (Settlement Worker 3, 2018).

Settlement workers assist newcomers from around the world who come out of various different situations and backgrounds. It is important to learn the stories of each client so settlement workers can offer tailored help. As Settlement Worker 2 explained: “If I know the picture of the family I’m helping, it really does help us to [know] which way things may

need to go” (Settlement Worker 2, 2018). By understanding the individual client’s needs, settlement workers can efficiently direct newcomers to the best place for help. Having a multitude of services available within the MIIS allows for ease of access and ongoing support from the same settlement worker, explained by Settlement Worker 1: “ [We have a] lot of different services they can access within. So I can transfer [newcomers] to a different program within Archway” (Settlement Worker 1, 2018). It is important for MIIS to be able to meet newcomers needs on an emotional, social, cultural, linguistic, educational, and employment level

Individual plans are laid out for clients and workers follow through with the clients as they go through the steps of settlement. Settlement Worker 2 explained:

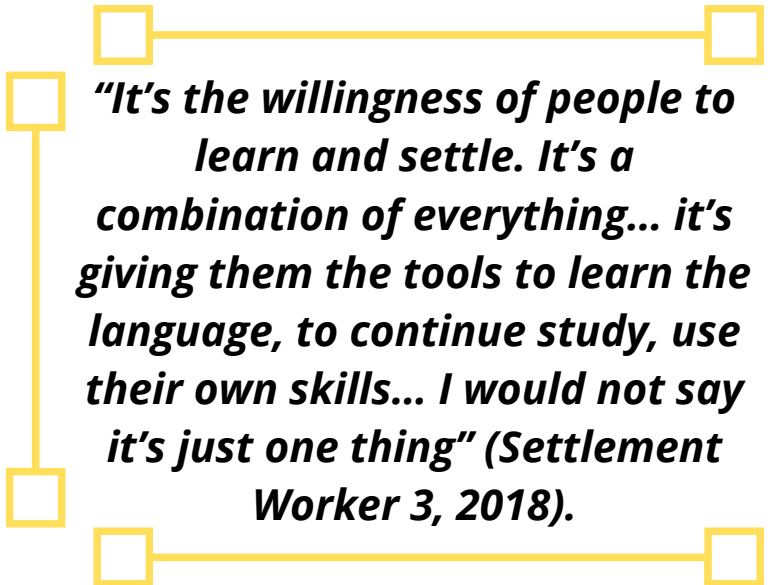
That’s one of the things that I really like about us, we’re able to give them more of a holistic picture, and avenues, and give them those resources. Then saying ok, we’ve done these pieces, now you’ve gotta go here, now you gotta go there, and you gotta go there, right? There’s a few places they have to go by themselves, but we plan it. I personally, as a worker, I plan it out for them. So, these are your steps this is what you gotta do, right? But, know that I’m your backup if you need any assistance (Settlement Worker 2, 2018).

Settlement workers guide newcomers in the right direction through intra-agency referrals or, if it’s not available within the agency, through external referrals, as Settlement Worker 2 explained:



“We’re all connected, we do a lot of referrals we get a lot of referrals... if we don’t have it, we’ll find someone who does” (Settlement Worker 2, 2018). She stated that “We’ll never let someone walk away without an answer or avenue for them to get it if we don’t have it” (Settlement Worker 2, 2018). Settlement workers at MIIS do everything in their power to ensure that newcomers needs

are met and that they feel supported. Settlement Worker 1 stated that this was something that fostered a desire to work for the agency: “We have many programs [which drew me to working for Archway]” (Settlement Worker 1, 2018). This also establishes pride from workers for the agency, explained Settlement Worker 2: “It’s not work. I like what the agency stands for, I like what we do with people and the realm of service that we have, that we can refer to” (Settlement Worker 2, 2018). This multitude of services makes Archway a unique organization that is able to bring out the strength in their clients to successfully transition into life in a new culture, stated by Settlement Worker 3: “It’s the willingness of people to learn and settle. It’s a combination of everything... it’s giving them the tools to learn the language, to continue study, use their own skills... I would not say it’s just one thing” (Settlement Worker 3, 2018). The supportive and holistic environment enables newcomers to use the knowledge and skills they already have to integrate themselves into a new community and establish a new life.



“It’s the willingness of people to learn and settle. It’s a combination of everything... it’s giving them the tools to learn the language, to continue study, use their own skills... I would not say it’s just one thing” (Settlement Worker 3, 2018).

3. Community Building and Education

Focus Group

Some newcomers explained that LINC classes helped them to make social connections, understand each other, share struggles and solutions, and obtain multicultural communication skills. Newcomers extend these social skills to the rest of the community because they are more equipped to socialize and make connections with other Canadian residents. One LINC student explained:

I feel comfortable [in the second year of LINC]. I met many friends in this class who have same situation as me. So they are all immigrants. Then we would exchange information, we learn from us. We learn English and many information in Canada, many services in Canada. So when I met my Canadian citizen friends, I feel my learning- [I had] more information [than] them, I inform them about Canada (Focus Group 1, personal communication, 2019).

By improving communication skills, newcomers obtain a better understanding of Canadian culture, which helps them become more involved in their communities and more immersed life in Canada, as another student explained: “[LINC] really helped me to involve into the Canadian mainstream” (Focus Group 1, 2019). Overcoming these cultural barriers can make newcomers feel more like they belong in Canada, which increases their emotional wellbeing and eases feelings of culture shock.

Settlement Worker responses

a. Newcomers build community through Archway programs

LINC was championed by newcomers as a program that facilitated connections between newcomers, and settlement workers spoke of other programs that built community connections. The JCI Program is a program that helps build strong relationships between newcomers, and with settlement workers. It not only helps newcomers obtain job skills, but also allows newcomers to connect with each other, share their

struggles, and network. Settlement Worker 2 explained:

[Newcomers] networked, and they made a group so they had that support. And talking to each other at break time and at coffee time [sic]. Oh, really? That's going on? Well I'm going through that too. Right? And a lot of it- you find some of the issues that happen are common amongst most immigrant groups. And, so it was- it's met on those two levels. And then once they got all that and they went on to their four week practicum... Being in that environment, and having the support of that program, and then ultimately, job offers. And so, we met their needs, the program met their needs, we as staff met their needs. I had an incredible group of people (Settlement Worker 2, personal communication, 2018).

She explained that the JCI program was meant to be a social environment: “where you come and you network with each other” (Settlement Worker 2, 2018). Having a social support system is important for successful settlement. It helps newcomers feel less alone in their struggles, provides avenues for problem solving, and improves mental well-being.

The newcomers are also given opportunities to connect to established community members through their Community Connections program. This program includes weekly meeting sessions and events, including a book club, conversation circles, citizenship preparation classes, educational sessions, social activities such as drop-in knitting and soccer, and one-to-one pairing with a community volunteer. According to the Archway website, “Connections volunteers will help with newcomers’ priorities such as learning about Canada and the Abbotsford community, developing new social networks, obtaining services, and practicing English” (Archway Community Services website, 2019). Community education is an important component of all the sessions under the Community Connections program as it helps newcomers learn about life in Canada, and about the community of Abbotsford. Settlement Worker 1 mentioned community education as a way that newcomers have been able to solve personal problems:

Some clients, they take your information and they use it, later on you see, even for example, sometimes when a wife calls a cop on her husband, and

he's been removed from house... when you give them some information... you let them come to community education here in [Archway]... then later on they will relay that what I was doing was wrong, I was not supposed to do this to my husband or my wife. Then, later on they change their mind and they go home together. So that one is also a success. Instead of being separated now, they come together (Settlement Worker 1, 2018).

Newcomers are provided with avenues to learn more about their communities and social norms in Canada through this program. This in turn improves their personal relationships which can extend to the community and into other relationships that newcomers form. The Canadian Multiculturalism Policy also states the Government of Canada should “promote the understanding and creativity that arise from the interaction between individuals and communities of different origins” (Canadian Multiculturalism Act, 1985). By building bridges between the established community of Abbotsford and newcomers to Abbotsford, ACS helps to facilitate these interactions, and meets the requirements of this Act.

Part of settlement is learning new cultural norms. Archway is a strong unified agency where newcomers can learn from the presence of settlement workers in their lives. Settlement Worker 1 shared another story of cultural learning:



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Sometimes culture is different, and also religion, so when they came, things were a little bit different here... a few of them were resistant... at Archway, I can say three quarters of [settlement workers] are women... when they got some allies, say here, this is the culture of this country. All people are equal... they come to understand [that

women and men are equal], and now that mentality is gone (Settlement Worker 1, 2018).

Canada prides itself internationally as a champion of human rights and an exemplar of equality. Archway represents this through the employees that they hire, and in turn, is transmitted and reflected in its clients. The individuals that come to Archway, whether as employees or clients, grow and become better community members by learning about diverse community members, their cultures, and norms. Positive and contributive community members are shaped at Archway.

b.) Building community, building tolerance

Community building is not only important for helping newcomers build connections with each other, but also for the wider community to build connections with newcomers and with Archway as an agency. Settlement Worker 2 spoke of the importance of celebrating different cultural holidays and making them visible in the office as a way to educate the wider community. The whole organization of Archway has learned through the MIIS team through these celebrations, as well. This falls into alignment with Archway's third goal in their three-fold intent which is "To create opportunities for community members to participate in serving, developing and strengthening our communities through partnership with government, private organizations and individuals" (Archway Community Services website, 2019). Settlement Worker 2 explained: "So there's this social aspect [of celebrating holidays and birthdays] which is so important not only for clients... because they get exposure to what [the holiday] is... so just educating" (Settlement Worker 2, 2018). Educating the community is important in fostering tolerance and acceptance of diversity. This leads to a safer settlement environment and maintains the peace within an expanding community.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) state that communities will be vital in fostering solutions to potential challenges to increasing global immigration:

Cities play an important role in promoting diversity and inclusion, targeting the most disadvantaged groups, such as persons with disabilities, indigenous peoples, youth, migrants and refugees, vulnerable women and girls, and the elderly. In an increasingly urban world, it is from cities that many of the greatest societal challenges

emerge, so it is in cities that they must be faced – from growing inequalities to poverty and discrimination in all its forms. As centres of migration, diversity and connectivity, cities are also sites of innovation, exchange, learning, dialogue and cooperation, and are, as such, the very spaces in which creative solutions to contemporary challenges will be found (UNESCO, 2020).

Settlement Worker 2 explained that she was happy to have her coworker take the lead in highlighting different cultural celebrations in the office: “I’m glad she does because we need to step outside settlement, we need to educate” (Settlement Worker 2, 2018). She stated that celebrating multiple holidays helps all members of the community to feel represented and welcomed: “If I’m from a certain country and I walk in and see something that reflects my own culture, it’s like, wow” (Settlement Worker 2, 2018). This is one way that the settlement team at MIIS goes further than just meeting basic needs, to make everyone feel included and help the settlement process go as smoothly as possible.

“we need to step outside settlement, we need to educate” (Settlement Worker 2, 2018).

Settlement workers attest to their work spreading over their families and communities in positive ways. They are able to share the work they do with those around them, outside of the work environment, which

builds community tolerance and understanding of immigration. Settlement Worker 2 explained that “[her] two daughters... they’ve learned [from the work I do] not to look and make judgements, not to make assumptions... their tolerance is way more advanced because of what I do” ((Settlement Worker 2, 2018). The work done by settlement workers colours their everyday life and impacts those in their family. The same settlement worker also stated that her spouse, too, has learned a lot and has a better understanding of where newcomers may be coming from:

I’m married to a Caucasian guy so I go about discrimination and I’ll go on about a situation that’s happened. And you know he listens and he said, like we’ve been married 17 years, he said yeah, I’ve learned a lot. Because the group he was with, his family, like they’re not exposed to

multiculturalism or different ethnic groups, so even though that with his family, I share things and they kinda have a better understanding of where people are coming from and why they look at life that way. And so, it's spread over healthy ways in my family (Settlement Worker 2, 2018).

Her friends have also learned more about different cultures:

I have friends I have a group of friends I've known for over 20 years and Canadian women who we met in a support group. If, they often say, if you had not come in, and there's five of us, they said we wouldn't have known anything about the culture because they didn't have that exposure to anyone there. So it's and what I do, and I brag about what I do and I say I love what I do and this is what was fulfilling today. So it has it's, spilled over into my whole life. And I think it makes it better for people who know me and where I'm coming from (Settlement Worker 2, 2018).

"it's spread over healthy ways in my family" (Settlement Worker 2, 2018).



Conclusion

As a department under Archway, the MIIS division exemplifies the values of the agency. Striving for justice, equitable access of services and opportunities for newcomers, workers aim to successfully integrate newcomers with efforts that surpass what is expected of them. The diversity of the settlement workers, in terms of both language and culture, is mentioned by the settlement workers themselves, and by newcomers as a strength of the agency. Support for settlement workers in their job from coworkers, the manager and executive director helps them thrive in their work, and results in equal amounts of support, encouragement and guidance for newcomer clients that they support, as mentioned in the focus group with newcomers.

Providing holistic support for clients, be it education, employment, language or cultural learning, helped newcomers achieve independence. Settlement workers make efforts to get to know their clients on a personal level, even going so far as to provide emotional support which results in long-term and personal relationships with clients. In LINC, instructors tailor learning to newcomers by teaching students about Canadian culture, political issues, and institutional guidance.

Archway Community Services prides itself as being an organization that is inclusive of everyone in the community. Settlement workers recognize the importance of education the wider community, so they make efforts to celebrate different holidays of the clients they have. Having workshop-style classes such as LINC and JCI give newcomers an opportunity to network, share struggles and solutions that many newcomers have. Building friendships with other newcomers, and with Canadian citizens helps newcomers feel more integrated into Canadian culture. This cultural learning extends both ways, newcomers gain knowledge about Canadian culture, and settlement workers and community members learn more about different cultures, which reaches their friends and family, building tolerance and education in the community.

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