CANADIAN COUNCIL FOR REFUGEES
GENDER-BASED ANALYSIS OF SETTLEMENT

RESEARCH REPORT

November 2006

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

The present paper is the research component of a larger project launched by the Canadian Council for Refugees in October 2005 on the topic of a "Gender-based Approach to Settlement". The goal of the project as a whole is to build the capacity of the settlement sector to apply a gender-based analysis in the advocacy for and the development, implementation and evaluation of settlement programs and services.

The research component of the project is intended to:

1) Gather information about relevant tools and approaches, as well as research, that may help us with the development of a tool for use in bringing a gender analysis to settlement work, and

2) Provide information that may be helpful to the settlement sector as it seeks to bring a gender analysis to settlement work.

The present research document is divided into two main sections. In Section I, we seek to provide definitions and clarifications for the relevant key concepts and procedures. In section two, we provide a review of a selection of research studies already undertaken on gender dimensions of settlement in several areas. The following is a summary description of the contents:

Section I starts with an "introduction" chapter, where the key concepts are introduced. Distinctions are made between the terms "sex" as physical attributes of males and females, and "gender" as the socially constructed roles and gender identity as the individual's sense of their own gender identity. Furthermore, this chapter introduces the concept of gender-based analysis (GBA), settlement and integration, intersectionality, and other relevant terms. These terms and concepts are important since the CCR's project starts with the realization that an understanding of gender and gender based analysis is essential to a full understanding of the settlement process. Despite the importance of gender and GBA, gendered perspectives in settlement remain marginalized in immigration policies in general, and in current settlement practices, including training and programs.

In the next chapter on "Gender Based Analysis", we will offer more definitions and raise questions about the inclusiveness of mainstream definitions of GBA. In addition, we will explore why certain agencies feel that GBA is important in their work, and more importantly, what are the purposes of doing a GBA in different arenas, such as health and development. This discussion is intended to shed light on why GBA is important in settlement intervention and what purposes it could serve in this area.

Under the chapter "Stages Involved in Gender-Based Analysis" we will review different stages involved in a GBA as suggested by three agencies: Status of Women Canada, Health Canada and Finland's Foreign Affairs department. The agencies seem to agree that four important steps should be involved in any GBA: needs assessment, framework development, use of collected information, and evaluation.

In the next chapter on "Conceptual Frameworks for Gender Analysis and Planning", we will list five frameworks and discuss in some details two of these frameworks with respect to their main features, uses, strengths and potential limitations. "Gender analysis frameworks" or "tools" are different methods used for different purposes, in order to organize information. While one might not necessarily need to follow a particular framework step by step, the existing frameworks can be used as practical guides to help us formulate our questions in a way that could best address the issue and help produce answers to those questions.

Section II of this research document consists of a literature review of a selected number of studies which deal with gender dimensions of settlement. This section is divided into seven closely interconnected chapters or areas of research: Education; Employment; Family relations (consisting of dynamics of gender relations, domestic violence, prolonged family separation, youth, and divorce); Health; Integration and civic participation; Sexuality; and Settlement services and policies.

The objectives in undertaking a literature review are to:

       a. Identify the current areas of research, and point out gaps on the topic of settlement;
       b. Help the reader explore how a gender-based analysis can be applied to settlement sector;
       c. Draw attention to the need to included intersectional perspectives in the GBA process.

All chapters included in the two main sections are structured around different sets of questions. However, this paper provides no answer to many of these questions since they are intended to stimulate interest, guide readers into the use of relevant resources, and encourage more research into less known aspects of settlement services and issues.

Under each chapter, we first raise a series of questions which seem to be immediately relevant to the gender dimensions of the topic at hand as they relate to settlement intervention (for example under the category of "health" we start by asking "How does migration to Canada affect health by gender? Or "How are the experiences of displacement and settlement related to health experience?") We then review a selected number of studies that try to address those questions. Towards the end of each chapter we raise more questions, trying to point in the direction of areas that seem to be less investigated. (For example, in the area of health, we notice that a lot of attention is given to women's issues. So we ask "Are the health issues of refugee and immigrant men different from those of women?" Not all categories of refugee and immigrant women are studied with regard to their access to health care system. So we ask, "What barriers to health care access exist for elderly women? For women's survivors of torture? etc.)

The concluding part of this paper re-emphasizes the importance of a thorough understanding of gender, gender based analysis and intersectionality and provides more examples of how the questions raised throughout the paper could be applied in developing a GBA tool.

SUMMARY OF RECOMMENDATIONS FOR RESEARCH

In researching and compiling available research, we became aware of areas where further research would be beneficial, and noted them in the text. This section brings together the recommendations, for ease of use.

General recommendation
Compared to gender-based analysis of Canada's immigration programs, there has been relatively little study done on:

- The differences according to gender of the settlement and integration experiences.
- The impact on gender roles, identities and relationships of the migration experience.
- The role of settlement services and other community services on the above two questions.

More research may be useful on:

Economic integration
- the relationship between home and work for immigrant women
- the respective experiences of different immigration categories of women, e.g.
  - How is economic integration linked to a person's refugee/immigration status in Canada?
  - Do refugee women face additional barriers? Do sponsored women face additional barriers?
- the specific challenges faced by refugee and immigrant men in seeking economic integration.
- the impacts of racism at the work place on particular groups of refugee and immigrant men at the workplace (including the recent rise in prejudice against Muslims and Arabs).
- the particular barriers of disabled refugees and immigrants
- whether LGBTQ refugees and immigrants face additional barriers

Family relations
- the specific integration challenges faced by immigrant and refugee men.
- which men are most likely to feel disempowered as a result of migration.
- the risk factors related to feelings of disempowerment by men.
- the sorts of social services that can best address the needs of these groups of men.
- the ways in which settlement interventions affect the maintenance or redistribution of power relationships within newcomer families.

Health
- the particular health needs of women and men who are survivors of torture or rape or who come from war-torn countries.
- the impact of torture on the health of the victim's spouse and other family members.
- the effectiveness of efforts to meet the needs of torture survivors and their families.
- whether and how women's expertise in health care acquired before immigration to Canada is integrated into the Canadian health care system
- health-related issues of specific age and social groups, e.g. elderly women and men.
- the role of spiritual beliefs and practices in contributing to health of immigrants and refugees.
- the meaning of "health" and "well being" for immigrant women and men.
- the specific challenges faced by LGBTQ refugees and immigrants.

Integration and civic participation
- the economic, cultural and social factors that limit or encourage women's and men's participation in social networks and civic life
- the barriers to integration specific to refugee and immigrant men and whether these barriers are felt more by men from specific socio-economic, cultural, religious or ethnic backgrounds.
- the various integration experiences of girls and boys who came to Canada as young children or who were born in Canada of refugee or immigrant parents.
- the specific realities of refugee and immigrant people who do not fit into the traditional categories of men and women.
- the impact of traumatic experiences (such as torture or rape) prior to arrival in Canada on the settlement and integration process of women and men, girls and boys.
- the effectiveness of attempts by settlement agencies to respond to such needs.

Settlement services and policies
- the adequacy of current settlement services to meet the needs of LGBTQ refugees and immigrants.
- the appropriateness of focusing settlement services on the first three years in Canada and the implications by gender.
- the impacts of long periods of uncertain legal status on women's and men's settlement and integration.

SECTION I

I.1. INTRODUCTION

Background

In October 2005, and following a year-long process of consultations among the member organizations, the Canadian Council for Refugees launched a project entitled "Gender-Based Approach to Settlement". The goal of this project was to build the capacity of the settlement sector to apply a gender-based analysis in the advocacy for and the development, implementation and evaluation of settlement programs and services.

The project consists of two interconnected parts: holding regional meetings and conducting research (and producing the present research paper). The overall objectives of the project are:

1.   To increase understanding of how gender impacts the settlement and integration process.

2.   To assist settlement organizations in at least five provinces to develop and advocate for resources to implement and evaluate a gender-based analysis in their programs and services using/adapting the GBA guidelines developed by Status of Women Canada.

3.   To identify the impact of government settlement and integration policies and programs on gender equality.

4.   To begin to advocate for changes to such policies and programs to make them more consistent with the principles of gender equality enshrined in the Canadian Charter.

Rationale for project

The Canadian Council for Refugees' project to bring a gender-based analysis to settlement is driven by the realization that:

1) An understanding of gender and gender-based analysis is central to identifying the nature of problems related to settlement issues and working towards solutions to those problems.

2) Despite legal guarantees and considerable efforts by government and settlement agencies to apply a gender based analysis to refugee and immigration policies and practices, gendered perspectives in settlement remain marginalized in immigration policies in general, and in current settlement practices, including training and programs.

The research component of the project is intended to:

1) Gather information about relevant tools and approaches, as well as research, that may help us with the development of a tool for use in bringing a gender analysis to settlement work, and

2) Provide information that may be helpful to the settlement sector as it seeks to bring a gender analysis to settlement work.

This research document seeks to provide definitions and clarifications for the relevant key concepts. It also seeks to give a review of a selection of research projects and studies already undertaken on gender dimensions of settlement in various arenas, including family relations, health, employment, etc. The objectives in doing so are to:

a. Identify the current areas of research, and point out gaps in the settlement field;
b. Help the reader explore how a gender-based analysis (GBA) can be applied to the settlement sector;
c. Draw attention to the need to included intersectional perspectives in the GBA process.

Ultimately, and in accordance with the goal of the project as a whole, this research document seeks to build the capacity of the settlement sector to apply a gender-based analysis in the advocacy for and the development, implementation and evaluation of settlement programs and services.

1. Importance of gender and gender-based analysis (GBA) within the settlement sector

Any understanding of gender and gender relations starts with the realization that men, women, Lesbian, Gay, Bisexual, Transsexual and Transgendered, and Queer (hereafter LGBTQ) people have different social roles and life experiences. These roles and experiences differ not only because of gender, gender identity and sexual orientation, but also because of a wide variety of factors including social, political and economic circumstances as well as ideological and cultural background. Bringing a gender approach to any dimension of private and public life (family relations, education, health, development, immigration, etc) means taking into consideration these differences and designing policies and implementing programs in ways that responds to them appropriately.

Gender (as defined in the mainstream literature) "refers to the roles and responsibilities of women and men that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and behaviours of both women and men (feminity and masculinity).

These roles and expectations are learned. They can change over time and they vary within and between cultures. The concept [of gender] is vital because it facilitates gender analysis revealing how women's subordination is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever." (International Labour Organization, *ABC of Women Worker's Rights and Gender Equality, Geneva, 2000)*. See also the definitions of gender and gender identity provided in the next boxes.

Gender vs. Sex
"Gender is a useful concept that can help [us] understand how men and women are socialized to conform to specific and distinct rules of behaviour, and perform certain specific roles, activities and professions. The term **'sex'** is used to differentiate between the physical attributes of males and females that make them universally unique in some respects, and this is associated with their reproductive roles." (*Bhardwaj, Geetha N.* Mainstreaming gender and ICTs for development. 2005)

For example, the following expectations are determined by **gender** roles:
- a. That men are more likely to work as engineers or accountants and women more likely to work as nurses or elementary schoolteachers.
- b. That men shouldn't cry or show their emotions.
- c. That women should have primary responsibility for housekeeping.
- d. That women are expected to shop for food for the family.

Note that gender roles are far from being universal, including those listed above. For example, in some cultures men, not women, are expected to shop for food for the family.

On the other hand, it is **sex** that determines that women are able to give birth to and breastfeed children.

"The attributes of sex do not change across time, place, cultures and societies, whereas gender roles, that is the patterns of socialization and the roles that men and women are trained to perform, outside of the reproductive sphere, do change constantly. "Religious customs, cultural practices, occupations of men and women thus vary from time to time, from one country to another and even one locality to another. This changing aspect of male and female lives, defined by socially determined standards for 'masculine' and 'feminine' behaviour is referred to as **'Gender'**." (*Bhardwaj, Geetha N.* Mainstreaming gender and ICTs for development. 2005)

A thorough understanding of "gender" involves going beyond the mainstream definition of gender (given above). In order to fully understand what we mean by gender we also need to understand **gender identity** and how an understanding of "gender identity" is essential in order to have a truly inclusive gender approach to any project and program. We start by making an important distinction between "sexual orientation", also referred to as "sexual identity", and "gender identity".

"Sexual identity or sexual orientation refers to our emotional and sexual attractions, sexual behaviours, and identification with a community. We may identify as lesbian, gay, bisexual, queer, or heterosexual (Human Rights Office, Queen's University)**. "Sexual orientation refers to the choice of sexual partner and is distinct from gender identity."** (*The Ontario Human Rights Commission, 1999*)

On the other hand,

"Gender identity refers to those characteristics that are linked to an individual's intrinsic sense of self that is based on attributes reflected in the person's psychological, behavioural and/or cognitive state. Gender identity may also refer to one's intrinsic sense of manhood or womanhood. It is fundamentally different from, and not determinative of, sexual orientation." (*The Ontario Human Rights Commission, 1999*)

Significance of the concept of gender identity

The term "gender identity" is used to explore the ways in which people do not necessarily belong exclusively to either the male or female gender. In other words, while we often think of gender as built on a **binary system** (either male or female), we need to look at the areas of overlap. In most of the West at least, culturally defined codes of acceptable behaviour exist for a two gender system of male and female. For example, men and boys are expected to exhibit masculine behaviours and social roles. Thus, male adolescents are strongly discouraged from wearing make up in many cultures because this is associated with females and feminity. Similarly, women/girls are expected to exhibit feminine gender presentation, behaviour and social roles. Female children are socialized to wear skirts not suits, and are discouraged from playing outdoor, 'rough' games.

But we may want to pause and ask here:

- Should the experiences and feelings of all individuals be classified into the rigid categories female or male?
- Do some people in particular have elements of both female and male in them?
- Do we all have elements of both female and male in us?
- Would it be better to think of gender as a continuum rather than a binary?

Is gender a continuum?:

Male   Female

Or is gender a binary?:

Male	Female

In reality, individuals' sense of self-identification and self-expression goes far beyond the socially constructed binary classification of male and female genders.

Examples of these variations include, but are not restricted to:
  a) an individual who, having been born with a penis, testicles, etc., is assigned "male" at birth and raised as "male" by parents, family, school, etc., but who upon growing up discovers an intimate sense of themselves as being a woman. This process of identification as a woman may lead to the desire to live one's life as a woman, including a series of interventions upon one's body (hormone treatment, surgery) to assert one's gender identity.
  b) a person may be comfortable with their body and its genitals or reproductive organs, but still have a sense of themselves as not being exclusively "male" or "female" in the dominant understanding of such terms.

Such persons' experiences challenge society's expectations that we are all either male or female. Furthermore, we cannot even say that biologically everyone belongs strictly to one sex or the other, as we can see from the experiences of "intersex" people.

 "Intersex" is a term used to describe people who have both female and male aspects of their body, as well as people who start out their lives apparently female but then "become" physically male in adolescence. The anthropologist Clifford Geertz (1983) has shown that our response to gender is culturally constructed. He examines the ways that different cultures respond to people who are not clearly male or female, arguing that the North American response has been to try to force intersex people into becoming one sex or the other. (Some cultures, on the other hand, regard intersex people as having special positive attributes because they combine elements of both male and female in a single body). As such, many intersexuals who do not 'pass' as 'normal' men or women, "either seek or are forced into surgery to 'correct', cosmetically anyway, the condition and become 'legitimate' males or females" (1998: 82). See, at the end of this chapter, a selective annotated list of other useful readings on gender identity.

11

Gender -based analysis

In discussing the "differences" between and among different groups of men and women, it becomes immediately evident that generally women are at a position of disadvantage relative to men. Accordingly any gender-based analysis "involves examining **relationships** between women and men and the **inequalities** and power differences between them in a systematic way" (Leach, 2003). More importantly, because women's subordination is socially constructed, it can also be changed by society. Therefore a gender analysis should not only acknowledge and identify the inequalities but work towards rebalancing the existing unequal power relationships between and among different groups of men, women and LGBTQ.

> **"Gender-Based Analysis** refers to the variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic, social and legal structures." (Canadian International Development Agency, (CIDA))

It is crucial to realize that 'gender' is not equivalent to 'women' and that a gender-based analysis cannot be achieved by having only women-specific concerns, discussions and programs. As noted by Leach (2003:10):

> "The commonly held assumption that men are oppressors and women are victims is a simplification of reality, and not helpful in addressing either male or female gender needs in a lasting manner. …. We need to view gender not as a unilateral women's issue but in terms of relations of power and powerlessness in which men as well as women may be vulnerable and disempowered. We need to find constructive ways of working with men to transform power and gender relations without marginalizing women."

Furthermore, insofar as in many situations men have more power than women, addressing the power imbalance will affect men as well as women, and therefore men must also be involved.

As section II of this paper will demonstrate, in the area of settlement the existing studies relating to gender are heavily weighted towards focusing on women's issues. This project aims to suggest that women-specific approaches, while valuable in themselves need to be analyzed within a broader gender-based approach.

This project starts with the realization that gender is a core organizing principle of social relations and opportunities. The CCR's work with immigrants and refugees over the years has shown that the migration experience is lived and felt differently by men and women. There are a number of ways in which gender roles and relationships are affected, from events precipitating migration (e.g. persecution, which may have affected men and women differently, or the decision to migrate, which may not have been shared equally) to the process of applying for permanent residence in Canada (e.g. what difference does it make if the woman is identified as

the "dependant" of her husband? What if it is the other way around?) and the resettlement experience which may, as an example, force changes in the social and economic structure of the family unit.

Within the context of settlement, in particular, it is evident that the existing policies and practices affect different groups of refugees and immigrants in different ways. The research material compiled in this research paper alone provides numerous examples of how gender roles and unequal gender relations affect newcomers' needs, the barriers they face, the choices they make and the avenues that are available to them. Similarly, these research materials illustrate that often women face additional barriers in many arenas, including paid-work opportunities, accessing the health care system, and education attainment.

For example, Tastsoglou argues that the process of integration may be extremely stressful and difficult especially for many immigrants who come from non-English speaking countries (and reside in English-speaking provinces). She adds that the experience is doubly difficult for immigrant women, who often come as dependent immigrants. "Institutional, social and even cultural barriers render integration for immigrant women slow and difficult to achieve, or even unattainable. Based on statistical information, we know that immigrant women are not well integrated even though they often have higher levels of education than Canadian-born women, their average earnings are less, they are over-represented in the lower status jobs and they are often underemployed" (Tastsoglou, et al., 2000).

"Integration refers to the process through which immigrants and refugees are able to participate fully in Canadian society. As early as 1952, the United Nations Economic and Social Council, recognizing its complexity, defined integration as a "gradual process by which new residents become active participants in the economic, social, civic, cultural and spiritual affairs of a new homeland. It is a dynamic process in which values are enriched through mutual acquaintance, accommodation and understanding. It is a process in which both the migrants and their compatriots find an opportunity to make their own distinctive contributions." (Cited in CCR, 1998)

The latter point, the issue of lack of recognition of immigrant women's professional credentials in Canadian society points to the interconnectedness of different policies and practices. The barriers faced by newcomers cannot and should not be addressed solely by the settlement sector. The settlement sector can however advocate for changes. Evidence suggests that one of the important barriers that newcomers face is the reluctance of employers and regulatory bodies to recognize professional qualifications and experience acquired outside Canada. Considerable attention has been paid to such problems faced by doctors and engineers, professions traditionally dominated by men. The sector can identify occupations that newcomer women are qualified for and advocate for the dismantling of systemic barriers faced by women in these occupations. Many newcomer women are often seeking administrative or other jobs that are not regulated but they still face barriers to access which have not been addressed by the initiatives that are focussed on licensed occupations. Moreover, research has shown that Muslim women who wear the traditional head scarf (hijab) are discriminated against both in the hiring process as well as once in a job.

The newcomer's settlement experiences are further differentiated when other variables are added to gender differences – variables such as age, sexual orientation, ability, refugee or immigration category, and socio-economic standing. For example, taking the above example, the process of integration for LGBTQ people of colour is doubly difficult as they experience complex oppression related to their sexual orientation, and/or gender identity, and their race and ethnicity. As another example, some researchers have observed that adolescents from ethnic minority communities are over-represented in placement and correctional settings in Canada. They argue that intergenerational conflicts are more strongly felt by these communities as the youth seem to be caught between their parents' expectations to retain their ethnic identities and their own desire to adopt features of the dominant culture (Mann-Feder and Mojab, 1994) Others may question whether Canadian institutions discriminate against families of colour.

"Settlement is a long-term, dynamic, two-way process through which, ideally, immigrants would achieve full equality and freedom of participation in society, and society would gain access to the full human resource potential in its immigrant communities." (*Ontario Council of Agencies Serving Immigrants (OCASI), Immigrant Settlement Counselling: A Training Guide. 2005 Edition*)

An **understanding of Settlement** includes understanding the following concepts:
-   "Current theories of the effects and adjustments after migration.
-   Processes and stages of individual adjustment to migration
-   Theories of personal and social change
-   The variables that influence settlement
-   The impacts of major life changes
-   The effects of migration on family and economic life."

(*BC Settlement Workers Union. Foundational Knowledge Specifications. 1998*)

Gender and gender roles and relationships impact all processes of life, including settlement in a new country. In order to better understand and respond to the needs of different groups of newcomers, we need to have an integrated approach to settlement that looks not only at gender but the intersection of gender, political persecution, asylum, race, class, ability, age, spirituality, sexual orientation etc.

"Intersectionality is a feminist theory, a methodology for research, and a springboard for a social justice action agenda. It starts from the premise that **people live multiple, layered identities** derived from social relations, history and the operation of structures of power. People are members of more than one community at the same time, and can simultaneously experience oppression and privilege (e.g. a woman may be a respected medical professional yet suffer domestic violence in her home).

Intersectional analysis aims to reveal multiple identities, exposing the different types of discrimination and disadvantage that occur as a consequence of the combination of identities. It aims to address the manner in which racism, patriarchy, class oppression and other systems of

discrimination create inequalities that structure the relative positions of women. It takes account of historical, social and political contexts and also recognizes unique individual experiences resulting from the coming together of different types of identity.

For example, the experience of a black woman in Cape Town is qualitatively different than that of a white or indigenous woman in that same location. Similarly, the experience of being lesbian, old, disabled, poor, Northern-based, and/or any number of other identities, are unique and distinct identities and experiences." *(Women's Rights and Economic Change, 2004)*

2. Marginalization of gender perspectives within settlement policies and practices

Policy/government level
Canada is a signatory to a number of international agreements that identify "women's rights as human rights". The rights of historically disadvantaged groups in Canada are enshrined in the Canadian Charter of Rights and Freedoms. The Canadian Government has its own Federal Plan for Gender Equality.

In 1995, the Canadian federal government adopted a policy requiring federal departments and agencies to conduct gender-based analysis of future policies and legislation, where appropriate. In response to this commitment and to help meet this objective, the Status of Women Canada developed a guide, *Gender-Based Analysis: A guide for policy-making* (1997). As well, in March 1999, Health Canada committed itself through its Women's Health Strategy committed to conducting a GBA of all the substantive work of the department, including existing and future program, policy, legislation and research efforts.

Considerable commitment and energy has been devoted (within and outside government) to applying a gender-based analysis to immigration and refugee policies as well. This has had some successes, albeit limited, given the government's practice of giving priority to other policy objectives over concerns about differential negative impacts on women. It must be noted that the GBA of immigration and refugee policy only covers half the picture: the settlement and integration experiences of newcomers are integral to the success of Canada's immigration and refugee programs. Therefore it is necessary to bring an **integrated gendered approach** to all policies affecting women and men, girls and boys as well as LGBTQ people.

For instance, many frontline workers and researchers have noted that family separation, heightened by the existing long and burdensome immigration and refugee determination process, contributes to the newcomers' feelings of tension and isolation – more severely experienced by women. Similarly, it has been argued that women's dependency on the sponsoring spouse, underscored by the legislation, limits their access to many social services and can even help expose them to family violence or health risks. (Jiwani, 2001).

Additionally, work done on gender is not coordinated or consistent across the settlement sector and there appears to be little in the way of public policy to encourage systematization. Funders sometimes ask settlement service providers what providing support to abused immigrant and refugee women and their children actually has to do with helping them to integrate into Canadian society. Work done in this area is frequently marginalized, rather than building capacity across

the sector. Individual organizations are seen as "taking care of this issue from their community's perspective and in their language," and therefore not in need of additional resources. When the work is done on a "shoe string" it is seen as "cost effective" and encouraged to remain so.

Despite some legal guarantees, and efforts on the part of the government to apply a gender-based analysis to immigration and refugee policies, the experience on the ground is of continued marginalization of women and LGBTQ people in Canada, and in particular immigrant and refugee women and LGBTQ people. The manner in which settlement services are structured and delivered often does not take gender differences into account in a systematic way.

Service/program level
Gender analysis has been applied much more often to **policies**, including immigration and refugee policies, than to **services.** Furthermore, within the settlement service sector, much more attention is being paid to women-specific programs than to developing a holistic gender based analysis or to developing appropriate **tools** for carrying out such analysis.

Many settlement services (and women's centres) across Canada have initiated projects specific to refugee and immigrant women and making services available to them. However, most have not had the opportunity or resources to develop a comprehensive anti-oppression approach which would look at the ways in which gender intersects with ability, age, class, ethnicity, national origin, race, religion, and sexuality and to develop a thorough response.

The following are a few examples of current settlement practices:

Québec umbrella, Table de concertation des organismes servant les personnes réfugiées et immigrantes (TCRI) has established a settlement platform, which outlines the organization's visions or values with regard to settlement, "Cap sur l'intégration" http://www.tcri.qc.ca/plateforme%20TCRI.pdf .

In accordance with other organizations' standards and values (synthesized by the CCR in its 1998 "*Best Settlement Practices"* publication), the TCRI's core values and objectives include general principles of inclusion, accessibility, and cultural sensitivity, without giving a prominent place to a specific gender-based approach.

The TCRI offers a training program annually to its member on a number of diverse topics. These topics include attention to gender issues.

BC umbrella: The Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA) has run an immigrant women's program for the past several years. It also participated in the research that formed Anti-dote, a relatively new organization, that was formed to address the needs, concerns, reality of racialized young women, inclusive of immigrant women. Currently, the AMSSA is experiencing a de-funding, and consequently faces threats to several programs aimed at immigrant and refugee women.

AMSSA has established a "Foundational Knowledge Specifications", as defined by the BC settlement workers union, which outlines the principal skill requirements for settlement practitioners. The framework does not specifically highlight gender issues.

Alberta umbrella: The Alberta Association of Immigrant Serving Agencies (AAISA) has published a Settlement Sector Training as a part of its mandate to "Establishing a standard for training and service delivery for staff of settlement agencies". The standard consists of 20 modules in three levels: Orientation, Core Settlement Service and Management, Planning and Coordination. The modules do not specifically address the gender dimensions of settlement.

Individual organizations

There are a number of organizations offering settlement services to refugee and immigrant women from particular ethnic backgrounds. For example in Ontario the **Riverdale Immigrant Women's Centre (RIWC) offers settlement services to women** from South East Asia. In addition to regular settlement services such as referral, job search and language training, the RIWC offers counselling and intervention on violence against women and children.

Settlement services in many other provinces have done leading edge work on violence against women and women and trauma. For instance, in British Columbia ESL programs systematically screened for woman abuse and children exposed to violence throughout the 1980s long before hospitals began doing such screening. In Saskatchewan, it was immigrant and refugee women who developed a cross sectoral response to PTSD and in Toronto, it was ethnospecific organizations that organized and advocated for the first Partner Abuse Response Program.

Settlement and women's services are currently working together on advocacy issues in various parts of Canada. There is a desire to see such work expanded across the settlement and women's services sectors across the country. There is also a need for an integrated approached where the settlement sector, women's services and international development all share learning and experiences on GBA.

Sources

B.C. Settlement Workers Union. *Foundational Knowledge Specifications: Occupational Competencies Framework for Immigrant and Multicultural Services, Final Report*. June 1998. http://www.bcsiwa.com/ (page "Documents")

Canadian Council for Refugees. *Best Settlement Practices: Settlement Services for Refugees and Immigrants in Canada*. 1998. (http://www.web.ca/ccr/bpfina1.htm)

Canadian International Development Agency. www.acdi-cida.gc.ca (page "what is gender analysis")

Darke, Julie, and Allison Cope. *Transgender and Genderqueer*. 1999. Available at www.gendercrash.com/101/shtml

Geertz, Clifford. "Common Sense as a Cultural System" in *Local knowledge: Further essays in interpretive anthropology*. New York: Basic Books, 1983, pp. 73-93.

Human Rights Office, Queen's University, Kingston. *Trans Accessibility Project*. http://www.queensu.ca/humanrights/tap. (Sexual and Gender diversity)

International Labour Organization (ILO), ABC of Women Worker's Rights and Gender Equality, Geneva, 2000. Cited in UNESCO, Bangkok available at: http://www.unescobkk.org/index.

Leach, Fiona. Practising *Gender Analysis in Education*. Oxfam Publication. 2003. Mann-Feder, Varda and Shahrzad, *Ethnicity, Youth and Family Relations: A study of Intergenerational Conflict*, Canada's Children, 1994.

Ontario Council of Agencies Serving Immigrants (OCASI). *Immigrant Settlement Counselling: A Training Guide – Introduction, 2005 Edition*. http://atwork.settlement.org/

Ontario Human Rights Commission Towards a Commission Policy on Gender Identity. 1999. www.ohrc.on.ca/english/ (consultations/gender-identity-discussion-paper.html)

Tastsoglou, Evangelia & Baukje Miedema. *Immigrant Women Organizing for Change: Integration and Community Development by Immigrant Women in the Maritimes*. Final Report to the Prairie Centre of Excellence for Research on Immigration and Integration. http://pcerii.metropolis.net (FinalReports) 2000.

Wayland, Sarah. *Policy and Legal Barriers to Settlement: A Joint Initiative of the Community Foundations of Canada and the Law Commission of Canada*. 2006. www.waylandconsulting.com.

Women's Rights and Economic Change. *Intersectionality: A Tool for Gender and Economic Justice.* No. 9, August 2004. http://www.awid.org

Further Readings on gender identity: (in the order of importance and relevance to this project)

Joan Nestle, Clare Howell and Riki Wilchins (eds). *GenderQueer: Voices from beyond the Sexual Binary.* 2002.

> The first two sections of this book are essays with a theoretical basis, and the third section is an anthology of short stories written by genderqueer folks. The epilogue is another essay, looking at human rights/gender rights.

Wilchins, Riki Anne. *Read My Lips: Sexual Subversion and the end of Gender.* Firebrand Books. 1997.

> The author uses humour as a device for voicing outrage and communicating critique. The chapter entitled "Things You Don't Say to a Transexual" is a poignant example of how pervasive transphobia is. She makes Western academic-speak more accessible, but it's written from a north-American perspective.

Gender Outlaw: *On Men, Women and the Rest of us*. Vintage Books - A division of Random House. 1994.

> Written from a north-American perspective, the book contains explicit examination of bodies and sex.

Bornstein, Kate. *My Gender Workbook*. Routledge. 1998 (Explicit examination of bodies and sex)

Butler, Judith. *Gender Trouble*. 1990, 2nd ed. 1999.

> A collection of essays, widely recognized within academia, looks at gender identity, the question of subject, and sexuality, among other topics. Unlike the previous books and articles listed above, this book is written in western academia style and as such it might not be very accessible. Nevertheless, this book has been influential and has evoked considerable debate in gender studies departments.

I.2. GENDER BASED ANALYSIS: DEFINITIONS, SIGNIFICANCE AND PURPOSES

Many international organizations as well as Canadian (federal and provincial) governments and NGOs are looking closely at gender analysis: what it means, why it is important and how it can be implemented in various arenas. For the purpose of this paper we have selected only a handful of sources in order to discuss what we mean by a gender-based analysis and how such approach might be applied in specific contexts.

In addition to the CIDA definition of GBA provided in the introduction (page 12), the following are a few more examples of the dominant definitions of GBA offered by other organizations:

"Gender analysis is a tool to diagnose the differences between women and men regarding their specific activities, conditions, needs, access to and control over resources, and access to development benefits and decision-making. It studies the linkages of these and other factors in the larger social, economic, political and environmental context. Gender analysis entails, first and foremost, collecting sex-disaggregated data and gender-sensitive information about the population concerned. Gender analysis is the first step in gender-sensitive planning for promoting gender equality". (*International Labour Organization, 2000,* http://www.ilo.org/dyn/gender/docs/RES/68/F1962744474/ABC%20of%20women%20 workers.doc)

"[GBA] includes an understanding of the nature of relationships between men and women, and the different social realities, life expectations and economic circumstances facing women and men. It acknowledges that some women may be disadvantaged even further because of their race, colour, sexual orientation, socio-economic position, region, ability, level or age. A gender-based analysis respects and appreciates diversity." (*Status of Women Canada. Setting the Stage for the Next Century: The Federal Plan for Gender Equality, 1995.* http://www.swc-cfc.gc.ca/pubs/066261951X/199508_066261951X_7_e.html)

"GBA is an analytical tool that systematically integrates a gender perspective into the development of policies, programs and legislation, as well as planning and decision-making processes. It helps to identify and clarify the differences between women and men, boys and girls, and demonstrates how these differences affect health status, access to, and interaction with, the health care system." *(**Health Canada**, Bureau of Women's Health and Gender Analysis. http://www.hc-sc.gc.ca/hl-vs/women-femmes/gender-sexe/index_e.html)*

"Gender analysis explores and highlights the relationships of women and men in society, and the inequalities in these relationships by asking: Who does what? Who has what? Who decides? How? Who gains? Who loses? When we pose these questions, we also ask: Which men? Which women? Gender analysis breaks down the divide between the private sphere (involving personal relationships) and the public sphere (which deals with relationships in wider society). It looks at how power relations within the

household interrelate with those at the international, state, market, and commercial level." (***March et al., Oxfam***, *1999:18*)

"GBA is the study of the differences in women's and men's roles and access to and control over resources. It is a tool for improving understanding of how differences between men and women influence their opportunities and problems, and can include the identification of challenges to participation in development. It is a subset of social analysis, the study of human differences and their social impacts." (***International Development Research Centre,*** Participatory Research and Development for Sustainable Agriculture and Natural Resource Management: a Sourcebook, Volume 3: Doing Participatory Research and Development, Edited by Julian Gonsalves, Thomas Becker, Ann Braun, Dindo Campilan, Hidelisa de Chavez, Elizabeth Fajber, Monica Kapiriri, Joy Rivaca-Caminade, and Ronnie Vernooy, http://www.idrc.ca/en/ev-85104-201-1-DO_TOPIC.html).

It is important to note that the definitions of GBA offered by an overwhelming majority of the organizations and institutions (inside and outside Canada) share two common features:

a) these definitions focus on men/boys' and women/girls' needs and relationships;
b) they rarely address the concepts of **gender identity** and **sexual orientation**; when these concepts are referred to, they are regarded as **added variables** (similar to age, or economic status).

Having the above-noted features in mind we may ask:

- Are the issues faced by different groups of LBGTQ peoples adequately addressed when the focus is only on men/boys and women/girls?
- How can a more flexible and thorough understanding of gender help improve any gender-based analysis?

This paper also seeks to answer the following questions:

- What is the **purpose** of a gender-based analysis and what is it trying to achieve?
- Are there **different purposes** in doing a GBA in different contexts/areas?
- What are we trying to achieve by undertaking a GBA in a **settlement intervention?**
- For example, do we want to assist the integration process while taking gender into account as an essential factor, and/or do we want to support transformation of gender relations?
- Do we have a goal in terms of gender relations (and other dimensions of discrimination)?

Clearly, agencies working in different areas apply gender-based analysis for different purposes. For example:

- In the development context, where there is an overall goal of transforming society, gender-based analysis is undertaken to help transform unequal gender

relations. An example of such work is the "Gender-based Violence Tools Manual" developed by the Women's Commission for Refugee Women and Children (http://www.womenscommission.org/). The goal of this project in developing and applying a GBA tool is to enhance the position of female victims of violence.

- In the educational context, GBA has the ultimate purpose of achieving gender equality (Leach, 2003)
- On the other hand, an agency might apply gender-based analysis in order to take into account gender differences as a means to effectively deliver its services and/or improve its policies. Health Canada's approach to GBA, described below, is an example of such case.

Here we will closely look at two agencies and explore why they feel that applying a GBA is important in their work.

The goal and significance of GBA for Health Canada

The following excerpt is taken from Health Canada's website (see reference at the end of the chapter):

"Within Health Canada, the goal of GBA is to help secure the best possible health for the women and men, boys and girls of Canada by examining and assessing the links between gender and health…

By using GBA, Health Canada can improve its understanding of sex and gender as determinants of health, and how they interact with other determinants. This knowledge will help ensure that proposed policies, programs and legislation have intended and equitable results for all people living in Canada.

The GBA framework recognizes that the differences between men and women are influenced by a variety of factors, including class, socio-economic status, age, sexual orientation, gender identity, race, ethnicity, geographic location, education and physical and mental ability"… (http://www.hc-sc.gc.ca/hl-vs/pubs/women-femmes/gender-sexes_e.html)

Health Canada recognizes that

"[b]eing male or female has a profound impact on our health status, as well as our access to and use of health services. The following examples illustrate how sex (biological differences) and gender (socially constructed roles and relationships) affect our health, and suggest how this information can lead to new questions and research. Several of these examples also show how GBA combined with a diversity analysis reveals important information about the health of specific groups of men and women.

- Cardiovascular disease (CVD) tends to appear about 10 years later in women than in men. CVD risk factors, such as cigarette smoking, depression, low

income, elevated serum lipid levels, hypertension, obesity and lack of
physical activity, may also be different for men and women.

- For the first time in Canada, smoking among teenaged girls now exceeds
  smoking rates among teenaged boys. Among girls aged 15 to 19, 25.1%
  reported being daily smokers in 1998-1999 and 26% in 2001, as compared
  with 18.5% and 20% respectively for boys in this age group.

- The death rate from suicide is at least four times higher for men than it is for
  women. However, women are hospitalized for attempted suicide at about one
  and a half times the rate of men.

- For Aboriginal women, the rate of diabetes is five times higher than it is for
  all other women in Canada; for Aboriginal men, the rate is three times higher.

- When compared to mothers with partners, single mothers are at increased
  health risk due to a range of social factors: the great majority are low-income
  (81% vs 15% of partnered mothers); more than half experience food
  insecurity (54% vs 10%); and 40% experience violence compared to 7% of
  partnered mothers." (http://www.hc-sc.gc.ca/hl-vs/pubs/women-
  femmes/gender-sexes_e.html)

The goal and significance of GBA for Canadian International Development Agency

CIDA describes what a gendered based analysis is why it is important and how it can be
incorporated into policy:

 "Gender analysis is an essential element of socio-economic analysis. A
comprehensive socio-economic analysis would take into account gender relations, as
gender is a factor in all social and economic relations. An analysis of gender relations
provides information on the different conditions that women and men face, and the
different effects that policies and programs may have on them because of their
situations. Such information can inform and improve policies and programs, and is
essential in ensuring that the different needs of both women and men are met.

At the local level, gender analysis makes visible the varied roles women, men, girls
and boys play in the family, in the community, and in economic, legal and political
structures. A gender perspective focuses on the reasons for the current division of
responsibilities and benefits and their effect on the distribution of rewards and
incentives…

An understanding of socio-economic relations, and with it gender relations, is an
integral part of policy analysis, and is essential in creating and implementing
effective development co-operation initiatives. Analysis of the different situations of
men and women can provide an understanding of the different impacts that
legislation, cultural practices, policies, and programs can have on women and men…

An analysis of gender relations can tell us who has access, who has control, who is likely to benefit from a new initiative, and who is likely to lose. Gender analysis asks questions that can lead us in a search for information to understand why a situation has developed the way it has. It can also lead us to explore assumptions about issues such as the distribution of resources and the impact of culture and traditions. It can provide information on the potential direct or indirect benefit of a development initiative on women and men, on some appropriate entry points for measures that promote equality within a particular context, and on how a particular development initiative may challenge or maintain the existing gender division of labour. With this information measures of equity can be created to address the disparities and promote equality.

In the case of primary education, gender analysis can tell us that a gender gap exists in most countries; that is, there is a gap between girls' and boys' enrolment and retention in school. In the majority of countries where there is a gender gap, the gap works against girls, but in others, it works against boys. In India, an average six year-old girl can expect to spend six years in school, three years less than a boy of the same age. Girls in rural areas are at even greater disadvantage: their risk of dropping out of school is three times that of a boy. In Jamaica, however, it is boys who are at higher risk of missing out on education. Boys are often pulled out of school and sent to work to boost family income, and thus, their drop-out rate is higher than that of girls'. In their efforts to balance the need to meet the needs of both girls and boys, governments are increasingly using gender analysis to investigate the source of the gap and what measures can be adopted to reduce the distortions in the educational system…

Development cooperation always involves people. Within CIDA, a gender analysis that addresses the connections of gender with factors such as race, ethnicity, culture, class, age, disability, and/or other status, among others, is required for all policies, programs and projects. While it is easy to see the people involved in more practical and tangible initiatives, such as capacity building for local authorities, any policy or project will ultimately have an effect on people, and must work to promote the equal status of women and men.

For example, the development of a country's environmental policy, should involve a holistic socio-economic analysis that addresses gender relations to fully understand the situation and ensure that the policy and its directives promote equality. This might involve understanding the perceptions of women and men of the environment, a sex-disaggregated account of activities performed and their affect on the environment, and the uses men and women make of natural resources, such as land and water.

Many of women's contributions to the economy continue to go unrecognized because their work is not easily counted within the conventional structures. Women do a majority of the work within the informal sector and the home and as a result, much of their work is not counted or is underrepresented in official statistics. The lack of a gender analysis in economic policies can result in women's perspectives and priorities being left out of strategies for development…"

(http://www.acdi-
cida.gc.ca/cida_ind.nsf/8949395286e4d3a58525641300568be1/a09305fd3bfc078485
2568fc0067579f?OpenDocument)

For some examples of CIDA's project where gender analysis is being incorporated
into economic policy see: Strategic Partnership with Africa (http://www.spa-psa.org)
and Gender and Economic Reform in Africa (GERA) (http://www.nsi-ins.ca)"

Sources:

Canadian International Development Agencies. "What is gender analysis,"
http://www.acdi-
cida.gc.ca/cida_ind.nsf/vall/A09305FD3BFC0784852568FC0067579F?OpenDocument
Or www.acdi cida.gc.ca/cida, page "what is gender analysis"

Health Canada, Bureau of Women's Health and Gender Analysis. 2003. *Exploring Concepts
of Gender and Health.* http://www.hc-sc.gc.ca/hl-vs/pubs/women-femmes/gender-
sexes_e.html, or www.hcsc.gc.ca/english/women (page, "exploring concepts")

International Development Research Centre, PARTICIPATORY RESEARCH AND
DEVELOPMENT FOR SUSTAINABLE AGRICULTURE AND NATURAL
RESOURCE MANAGEMENT: A SOURCEBOOK, Volume 3: Doing Participatory
Research and Development, Edited by Julian Gonsalves, Thomas Becker, Ann Braun,
Dindo Campilan, Hidelisa de Chavez, Elizabeth Fajber, Monica Kapiriri, Joy Rivaca-
Caminade, and Ronnie Vernooy, CIP-UPWARD/IDRC 2005, ISBN 1-55250-183-3, 248
pp.) (Available online: http://www.idrc.ca/en/ev-85104-201-1-DO_TOPIC.html)

International Labour Organization, Geneva, ABC of women workers' rights and gender
equality,
http://www.ilo.org/dyn/gender/docs/RES/68/F1962744474/ABC%20of%20women%20worke
rs.doc

Leach, Fiona. *Practising Gender Analysis in Education*. Oxfam: Great Britain. 2003.

March, Candida, Ines Smyth, and Maitrayee Mukhopadhyay. *A Guide to Gender-analysis
Frameworks*. Oxfam: Great Britain. 1999.

Reproductive Health Response in Conflict Consortium (RHRC) c/o the Women's
Commission for Refugee Women and Children and the International Rescue Committee
*Gender-based Violence Tools Manual For Assessment & Program Design, Monitoring &
Evaluation in conflict-affected settings.* http://www.womenscommission.org/ (reports, tools)

Status of Women Canada. *Setting the Stage for the Next Century: The Federal Plan for
Gender Equality*. 1995.
http://www.swc-cfc.gc.ca/pubs/066261951X/199508_066261951X_7_e.html or
http://www.swc-cfc.gc.ca/pubs, page "What is Gender-Based Analysis?"

I.3. STAGES INVOLVED IN GENDER-BASED ANALYSIS

Having described the meaning and significance of gender based analysis, we may now explore the stages involved in such analysis. Different institutions propose different steps in the analysis (just as they offer slightly different definitions), but at the same time they share important features.

1. **Status of Women Canada** (SWC) in its 1997 guidelines included the eight steps involved in gender analysis. These steps are presented here in a summary of the original text, but in more detail than the stages suggested by other agencies (to be described shortly).

The SWC guide is divided into three sections: Section 1 provides definitions for the key concepts such as "sex", "gender", "gender equity", and "gender analysis"; Section 2 explains why an implementation of Gender Based Analysis in policy is needed and how sensitivity to gender can be integrated into the GBA process; and finally Section 3 focuses on methodology and offers a step-by-step process for gender-based analysis. The steps identified and presented are meant to help the organizations prepare an outline and plan of their policy analysis.
The SWC guide identifies eight steps involved in any GBA. They are:
1. Identifying, defining and refining the issue
2. Defining desirable/expected outcomes
3. Defining the information and consultation inputs
4. Conducting research
5. Developing and Analysing options
6. Making recommendations
7. Communicating policy, and
8. Assessing the quality of analysis

For each step a series of questions are proposed, followed by a series of recommendations as essential considerations for each step. Policy examples are used to illustrate how the approach can be applied. The following is taken directly from SWC website (see the reference at the end of the chapter):

STEP 1: IDENTIFYING, DEFINING AND REFINING THE ISSUE
Policy analysis usually begins with identifying a problem or an opportunity requiring policy development or analysis. This stage involves determining the nature, scope and importance of the issue within the context of the current policy environment that warranted placing it on the policy agenda.

The following questions are generally asked to **identify, define and refine policy issues**:

- What is the issue?
- Who says it is an issue?
- Why has it become an issue?
- How does your personal/professional/corporate background (your gender/experiences/values/beliefs/assumptions/circumstances) affect your understanding of the issue?
- What are the root causes?
- How are the root causes perpetuated?
- What factors are influencing this issue?

> - Does this issue require policy analysis/development?

To **ensure** a gender perspective in identifying, defining and refining the issue, consider:

- defining issues and target groups so that the diverse and different experiences of women and men are taken into account. In what ways were these definitions influenced by your gender? When a cultural practice falls outside the dominant society, what steps have you taken to define what is, from a cultural and a gender perspective, acceptable and/or different?
- your background may influence your vision and prevent you from asking questions and hearing answers. Policies, programs and legislation must be careful not to reinforce stereotypes and systemic discrimination about women and men;
- that policies, programs and legislation can be effective only if they acknowledge and respond to their potential human impact. The impact on both women and men must be assessed;
- involving both women and men in identifying the issue. What do women's organizations and gender-aware researchers have to say about this issue? How has the issue been shaped by public opinion? Have women's perspectives informed the issue? What was the level of participation of the affected and disadvantaged groups of women and men in the issue identification process?
- that age and other factors modify the different experiences of males and females (e.g. pregnancy, parental responsibilities, pension benefits);
- how equity may be an issue in the policy. For example, do women and men currently receive different levels of benefits from the policy area under review? Are you looking for a policy that provides means to overcome gender inequities and/or also seeks to eliminate barriers?
- factors (cultural, economic, political, legal, socio-economic, etc.) that may affect gender equity within this issue. For example, consider how experiences of women and men will differ geographically, and are influenced by poverty, colour, aboriginal ancestry, disability/ability. Also, explore political considerations and/or events (disasters, changes, legal decisions) that may have precipitated the issue.

EXAMPLE:
Using a gender-based analysis process helps us to see the identified issue as multifaceted. For example,
• Young women on welfare are predominately single mothers, while very few young men have family responsibilities. Child care is a critical support need for young women who are seeking to enter/rejoin the labour market.

• Young women's training and job prospects generally differ from those of young men. The paid labour market traditionally has excluded young women from training and subsequent jobs in science and technology. At a time when more emphasis is being put on technological skills, this is problematic for women. Similarly, there are fewer resource-based and blue-collar jobs - which young men traditionally entered, posing difficulties for young men. Women tend to receive lower incomes from employment than men. Both young women and young men are entering a changing job market that requires a high level of skills, during a time when job opportunities are declining.

• Single parents on welfare, and their children, are vulnerable to health problems. Young women and young men without job prospects are susceptible to violence and crime, but in different ways (e.g. domestic violence, street violence, prostitution, etc.). Society does not equitably value the skills young women develop in either paid or unpaid work: women's salaries are consistently lower. Pregnancy and peer pressure are factors in school and work drop-out, but these pressures affect young women and men in different ways.

Information for the analysis of the examples cited above can be obtained by looking at gender-disaggregated data and studies, consulting with young women and men directly about their experiences, and consulting with poverty groups and gender-based advocacy, research and service groups.

It is evident from the examples given above that issues for young women and young men differ and that there are issues of diversity. Each of the issues identified through gender-based analysis needs to be addressed in the next steps of policy development.

STEP 2 - DEFINING DESIRED/ANTICIPATED OUTCOMES

In this stage, desired goals and anticipated outcomes for the policy are proposed. An analysis of intended/unintended outcomes usually examines the degree to which the policy can meet or hinder other policies or government objectives. Outcome indicators, monitoring processes, partners in defining outcomes, and accountability for achieving outcomes are usually considered in this phase.

The following questions are generally asked to **define the desired/anticipated outcomes**:

- What outcomes does government want to achieve with this policy? For whom?
- What outcomes would other stakeholders expect from this policy?
- For which specific outcomes should the policy be defined? On what is this priority based?
- Should any of these outcomes be achieved by means other than new or revised policy/legislation? Is the development of a policy/legislation the best means to produce the desired outcome?
- How do these outcomes meet or hinder other government values, objectives or policies?
- What outcome indicators should be identified?
- What monitoring and accountability processes are needed to ensure the outcomes?
- What factors/forces could contribute/detract from the outcomes?

To ensure a gender perspective in defining the desired/anticipated outcomes, consider:

- that different measures may be required for outcomes to be equitable for both women and men (identical treatment does not necessarily assure equality);
- consciously choosing outcomes that break down societal barriers or ameliorate current inequitable situations between women and men;
- that multiple outcomes may need to be identified to take into account the effects of gender and/or other aspects of diversity on policy implementation;

28

- that expectations for outcomes (from government, the public, other stakeholders) should be analyzed to ensure they take into account both women and men, and that the expectations do not unintentionally incorporate existing stereotypes or biases;
- that if there are different outcomes for both women and men, these should be given equal consideration; outcomes for women should not be an add-on to a "mainstream" policy;
- that policies, programs and legislation that do not provide a "level playing field" for both women and men may produce results that undermine the objectives of the policy;
- as well, you may need different outcome indicators in order to capture the different realities for women and men;
- assigning specific monitoring and accountability for outcomes for both women and men in the policy outline. Be aware that the traditional approach is built on the male norm and that a new paradigm may be required;
- which gender-specific factors could modify the possibilities of achieving the outcomes; for example, pregnancy, harassment in the work place, lack of child care, care-giving for elders, are all variables which, if unaccounted for in the policy, could mitigate positive outcomes.

EXAMPLE:
Using a gender-based analysis process will help to identify outcomes specific to young women or men.
For example, young mothers and their children on welfare could benefit from training in parenting skills. Other outcomes identified through gender-based analysis could be:

- more flexible child-care arrangements for children of young parents in training or at work;
- youth moving from welfare to salaried workplace-based training provided through government/private sector partnerships, with specific supports for child care and other gender-related needs;
- specially designed gender-specific counselling, work experience and preparation programs for street and abused youth;
- more single mothers making the transition to work, aided by transition-to-work bonuses and assistance with child-care costs;
- more youth leaving welfare to attend post-secondary training, aided by special financial assistance packages including child care, career planning, and special incentives for young women and young men to enter non-traditional occupational training (e.g. trades and technology for women, nursing and care-giving for young men);
- gender-inclusive curricula, and classroom practices that foster equality in both secondary and post-secondary institutions;
- flexible arrangements at post-secondary education institutions that consider safety, part-time enrolment, transition support and other gender-specific measures and supports.

Development of these outcomes and related indicators would involve consultations with partners expert on gender-related issues such as poverty, social assistance, training and job creation, as well as with more traditional partners such as the private sector and institutions. Care should be taken to ensure that gender-specific outcomes and indicators are monitored by

agencies with clearly assigned accountability; for example, educational institutions and program managers should be required to gather information and report on gender-related outcomes.

STEP 3 - DEFINING THE INFORMATION AND CONSULTATION INPUTS

This step is most often done along with the research phase. It looks at what knowledge is needed, and what sources can best provide it. Available and relevant data sources, and partners in data gathering and analysis are identified.

The following questions are generally asked to **define the information and consultation inputs**:

- What do we need to know about the issue? About the underlying problem? About values influencing the issue?
- What information is required to ensure that all perspectives will be taken into consideration?
- Who should be involved in determining what information is needed?
- What information sources are available?
- Who will be partners in information gathering/provision? What processes are required to effectively consult with these partners?
- Is the available information sufficient and appropriate to define the policy? Is there a need to generate primary data?
- Should the scope of the policy be redefined in light of the availability and appropriateness of the information?

To ensure a gender perspective in defining the information and consultation inputs, consider:

- that information regarding equity groups (including aboriginal people, people with disabilities, and visible minority groups) needs to be disaggregated by gender;
- actively seeking the advice and participation of community and women's groups expert in this field when looking at sensitive issues, such as experience of sexual abuse or family violence. Take appropriate measures to ensure their full participation which could include changing the consultation processes, providing child care support;
- that gender-disaggregated data is often not available; therefore it may be necessary to seek information in the form of case experience, administrative data, or facilitate the direct participation of both young women and young men. In the absence of any of these, it may be necessary to engage in direct research to generate primary gender-specific data;
- that unique and comprehensive information, often not available through traditional data sources, can be obtained by consulting with non-government organizations. These groups often have access to information at the international, national, provincial and local levels;
- that you should take into account the operational realities of community groups when seeking their input - non-governmental organizations are not all structured the same. Women's organizations generally have limited funds and rely almost entirely on

volunteers. Responses to consultation requests take time, as decisions are generally made consensually.

EXAMPLE:
Using a gender-based analysis process helps to know more precisely what information and what kind of consultation is required. Looking carefully at types of information sources and information-gathering methods will prompt those involved in policy development and analysis to seek out alternate forms of information, partnerships, and consultation.
For example, collecting information that reflects the resourcefulness of youth, youth networks and organizations will demonstrate their contributions, not just their needs. They may have a lot to say about motivation, attempts to break down gender discrimination, and the kinds of incentives to which both young women and men will respond.

STEP 4 - CONDUCTING RESEARCH

This stage hones and clarifies the research design, and the type of analysis to be done (e.g. cost/benefit, social impact, relationships to government, etc.).
Tasks and methods of analysis and approaches to data presentation are discussed in this phase, and the research is carried out.

The following questions are generally asked to **define the research design**:

- What is the analysis seeking to determine (e.g. cost/benefit, social impact, effect on government priorities)?
- Who determines the research question(s)?
- What is (are) the research question(s)?
- What factors will affect the research design?
- Who will be involved in the research and the research design? How?
- Is the scope and nature of the research design appropriate for this policy issue?
- What methodology(ies) will be used?
- What type of analysis will be done?

To ensure a gender perspective in defining the research and the analysis to be done, consider:

- that policies, programs and legislation that do not address gender concerns may leave out relevant facts and data;
- that research questions must make specific reference to both women and men if the research is to address their particular circumstances;
- that the research design should include gender as an analytical tool for understanding social processes. Knowledge of issues that make gender a factor (e.g. parenthood, safety, medical issues, wages) should influence your choice of the research design to be used. The research design should be constructed in a way that disaggregated data are collected. In the case of secondary research, disaggregated data should be sought;
- that some research approaches are not sensitive to women's or men's particular needs (e.g. issues of disclosure or confidentiality for women in shelters may rule out some data collection approaches);
- that a research methodology should have "face validity" with those consulted, as well as with those who will implement the policies, programs and legislation. This will require consultation with both women and men;

- using reports, studies and guides that use gender methodologies in designing your gender-aware research. These need to be part of your research tool kit;
- gender as the primary category of analysis. It is the analytical tool to understand the issue at hand. Analysis should identify the relationships among variables so that gender differentials are exposed and understood.

EXAMPLE:
Using a gender-based analysis process helps to identify the research questions more accurately, and guides the research design, methodology, data collection and analysis to ensure that both women's and men's circumstances are considered.
For example, if a policy outcome is to have more young women trained in trades, research should look at specific barriers and successes that young women experience in such training. These will be different than those experienced by young men. To help ensure young people's participation and input, gender-aware research events (focus groups, participatory methodologies, talking to street kids, etc.) can de designed.

STEP 5 - DEVELOPING AND ANALYZING OPTIONS
At this stage, options indicated by the research are articulated and refined.
Implications and outcomes of options are identified and analyzed.
The relationship of options to, and their impact on, existing policies, programs and legislation are also studied. Economic, social, equity, community, environmental, etc. impact analyses are preferably developed for each option.
Responsibility for implementation and the resources required are also examined.

The following questions are generally asked in **developing and analyzing options**:

- What options are indicated by the data/ information/research?
- How are the options directly related to the desired outcomes previously identified (see Step 2)?
- How do your values, those of the system and those of society limit the range of options being developed?
- How do these options influence or change the factors affecting the issue as previously identified (see Step 2)?
- How do each of the options meet or hinder existing policies, programs or legislation?
- Do each of the options present a "real" alternative for government?
- What are the direct and/or indirect implications of each option? Are there unintended outcomes?
- What factors will positively and negatively affect the implementation of each option?
- Who would implement each option? What resources are required for each option?
- How to ensure accountability?

To ensure a gender perspective in developing and analyzing the options, consider:

- how the options may disadvantage or provide benefits for either women or men;
- how does each option reinforce or challenge stereotypes and systemic discrimination;

- how the options will support gender equity, and avoid discrimination, or point out where equity may be compromised. This should be explicit in the cost/benefit analysis of each option;
- what are the consequences of not adopting a gender-sensitive option? For women? For government?
- including gender-specific measures in each option;
- seeking the perspectives of both women and men in developing the options and assessing their costs, benefits, acceptability and practicality.

EXAMPLE:
Using a gender-based analysis process will clearly highlight the differences among options and the respective costs and benefits for both young women and men on welfare.
For example, if one option suggests that some youth should be encouraged to return to their families for support, this step will clarify the potential impact on young women who have encountered sexual abuse within their families.
Options that include gender-specific measures can feature benefits for young women or men, such as all-female trades exploration sessions, all-female counselling environments or all-male anger-management sessions.

STEP 6 - MAKING RECOMMENDATIONS/DECISION-SEEKING
The recommendation of options is often a collaborative effort, and sometimes draws directly on public input and consultation.
The rationale for the recommendation is derived from the analysis of options, and presents the recommendation in terms of its favourable and unfavourable impacts and implications, and the policy environment.

The following questions are generally asked in **making a recommendation and obtaining a decision**:

- Who will be involved in choosing the option recommended?
- On what basis will the recommendation be made?
- What are the underlying assumptions and values implicit in the option being recommended?
- What sort of documentation is needed to support the recommendation? Are the underlying assumptions and values included in this documentation?
- Is the recommended option free from unintended outcomes and/or restraints (legal, economic, social, cultural, environmental, etc.)?
- Will there be further consultation on the recommended option? Who should be involved?
- What aspects of the policy environment (fiscal, government strategic priorities, other policies, current public opinion, government commitments, etc.) impinge on the recommendation?

To ensure a gender perspective in developing a recommendation and obtaining a decision, consider:

- gender equity as a significant element in weighing and recommending options;

- ensuring that the recommended option contains no legal, economic, social or cultural constraints to gender-equitable participation in the proposed measures;
- how any differential consequences based on gender, and their social and economic costs, will be communicated to decision-makers;
- explaining the consequences of the recommended option in light of government's commitment to gender equity, and if and how the recommendation supports these objectives;
- outlining in the recommendation methods to ensure that the policy is implemented in a gender-sensitive and equitable manner;
- that if your recommended option results in a conflict of values, how you would articulate your recommendations to ensure gender-sensitive decision-making.

EXAMPLE:
Using a gender-based analysis process in the recommendation phase will result in a clear outline to decision-makers of the gender implications of the recommended option. It will also demonstrate links between the recommended option and the government's wider objectives for gender equity.
For example, a recommended option to increase the number of young women re-entering education and moving to a training allowance will contribute to a reduction of government expenditures on welfare. At the same time, it will support government objectives for gender equity.
In weighing a recommendation, such as the eligibility of single youth for welfare benefits, the gendered social costs (e.g. health of children and mothers) should be communicated to decision-makers.

STEP 7 - COMMUNICATING POLICY
Communicating the recommended or chosen option can play a significant role in its acceptance and implementation.
Timing, choice of media, language, and public involvement are important to ensure that government intent and the impacts of the policy, program and legislation are understood.
The participation and acknowledgement of partners and consulting groups can be a key part of communicating policies inside government and to the public.

The following questions are generally asked in **communicating policy**:

- What is the message we want to communicate?
- To whom do we want to communicate it?
- What is the main message to be communicated to each audience?
- How will the policy be communicated? What information will be given to whom? How?
- What measures will be taken to communicate the policy, program and legislation to those who participated in its development?

To ensure a gender perspective in communicating policy, consider:

- that the message should address both women and men;
- designing communication strategies that reach both women and men;
- how information will be communicated to women and men who are members of equity groups;

- how to highlight gender implications of the policy;
- how the participation and contributions of both women and men in the policy development and analysis process will be acknowledged and communicated;
- the ways that organizations that share similar equality-seeking goals could participate in the communication of policies;
- how to ensure that examples, language, and symbols used in the communication are gender-aware and diversity-appropriate.

EXAMPLE:
Using a gender-based analysis process will help you ensure that the message is formulated and distributed in a way that is respectful of both young women and men on welfare.
For example, you will want to ensure that the information is received by, and makes sense to, those individuals who need it most. In addition to sending information to those involved in consultations and research, you can send information to schools, community centres, women's organizations or service groups. Lists of, and advice on, suitable groups can be obtained from Status of Women Canada or other organizations including provincial/territorial status of women offices across the country.
You should continue to involve youth and others in the preparation of communication materials and approaches. Acknowledge their contribution in a way that is respectful.
Different communication approaches may be required for young women and men. Policies, programs and legislation that have differential impacts on women and men will need to be explained, as will any measures in the policy intended to address imbalances.

STEP 8 - ASSESSING THE QUALITY OF ANALYSIS
At this stage it is important to review the analysis process.

The following questions are generally asked in **assessing the quality of analysis**:

- How will we know our policy analysis and advice was appropriate and effective?
- Who will establish the criteria to judge this?
- How and to whom are we accountable for the quality of our analysis?
- Who will review/analyze the quality of the analysis? To whom will the assessment be reported? Who will report it?

To ensure a gender perspective in assessing the quality of analysis, consider:

- integrating questions concerning gender throughout the analysis;
- clarifying gender implications within the context of the policy, and within the policy priorities of government;
- clearly presenting what the gender implications are for each option, and why the recommended option will support gender equity, and promote (not restrict) women's autonomy, opportunities and participation;
- substantiating these claims with relevant, reliable gender-disaggregated data, and/or, reliable information from credible informants;
- balancing this information with appropriate considerations of the policy environment, such as historical information, the policy context, comparative information from other jurisdictions, community-based information and studies;

- presenting recommendations concerning the policy that support gender equity in a credible and practical way, and demonstrating how gender equity considerations are balanced and congruent with other government priorities and considerations.

In addition to the SWC recommended steps for undertaking a GBA, other agencies and institutions have offered a series of stages involved in GBA. Here, we will briefly review the stages recommended by Health Canada, Foreign Affairs, Finland, and CIDA.

2. Health Canada suggests the following six stages of policy and program development:

1. Identify and define the policy issue
2. Define goals and outcomes
3. Engage in research and consultation
4. Develop and analyze options
5. Implement and communicate policy and program
6. Evaluate policy and program

Furthermore, it adds that a gender based analysis integrated into policy and program development models should address the questions in order to assess any particular policy and program development model that is being used in a given situation.

- Are differences in the contexts of the lives of men and women, boys and girls addressed?
- Is the diversity within subgroups of women and men, girls and boys identified and analyzed?
- Are men and women engaged in the processes in meaningful ways to assess the impacts?
- Are intended and unintended outcomes identified?
- Are other social, political and economic realities taken into account?

3. Similarly, **the Navigating Gender manual** (Foreign Affairs, Department for International Development Cooperation, Helsinki, Finland. 2001) suggests the following organizing steps for doing a gender analysis: (page 25)

1.IDENTIFY PARTICIPANTS

- make a list of those you would identify as stakeholders
- ask those on your list to identify other stakeholders
- consider explicitly who has been left off the list

2.IDENTIFY PURPOSE

- is the purpose to create gender specific information for planning? Continuous monitoring? Evaluation?
- is the object of gender analysis a project and its working programme? An institution or organization?

- ensure through consultation that all involved in the gender analysis know why it is being carried out?

3.CHOOSE FRAMEWORK (A gender analysis framework is the actual method used to organize the information. In the following chapter various frameworks are discussed).

- bearing in mind the gender awareness and literacy capabilities of those participating in the analysis, choose an appropriate framework .
- bearing in mind the purpose and timing of your analysis, choose an appropriate framework.

4.USE FRAMEWORK

- to answer the questions in each framework you can either carry out research to find new information, or utilize existing information. In either case be aware of not substituting information with what you or other participants think the answer is. Gender analysis often uncovers hitherto unrecognized gaps in information.

5.USE THE INFORMATION
One of the main weaknesses with gender analysis today is that even when the analysis has resulted in concrete proposals and suggestions, the information is not used. Gender analysis is successful only when it results in transformation!
4. Finally **CIDA's** Policy on Gender Equality provides some thoughts on what to ask and what to do when carrying out gender analysis. The following is taken from CIDA "Gender Analysis Guidelines (http://www.acdi-cida.gc.ca/cida_ind.nsf/8949395286e4d3a58525641300568be1/04dbf6dd204e51678525672a00589a4c?OpenDocument)

Gender analysis: What to ask

- Who is the target (both direct and indirect) of the proposed policy, program or project? Who will benefit? Who will lose?
- Have women been consulted on the 'problem' the intervention is to solve? How have they been involved in development of the 'solution'?
- Does the intervention challenge the existing gender division of labour, tasks, responsibilities and opportunities?
- What is the best way to build on (and strengthen) the government's commitment to the advancement of women?
- What is the relationship between the intervention and other actions and organizations - national, regional or international?
- Where do opportunities for change or entry points exist? And how can they best be used?
- What specific ways can be proposed for encouraging and enabling women to participate in the policy/program/project, despite their traditionally more domestic location and subordinate position?
- What is the long-term impact in regard to women's increased ability to take charge of their own lives, and to take collective action to solve problems?

Gender analysis: What to do

- Gain an understanding of gender relations, the division of labour between men and women (who does what work), and who has access to, and control over, resources.
- Include domestic (reproductive) and community work in the work profile. Recognize the ways women and men work and contribute to the economy, their family and society.
- Use participatory processes and include a wide range of female and male stakeholders at the governmental level and from civil society - including women's organizations and gender equality experts.
- Identify barriers to women's participation and productivity (social, economic, legal, political, cultural...).
- Gain an understanding of women's practical needs and strategic interests, and identify opportunities to support both.
- Consider the differential impact of the initiative on men and women, and identify consequences to be addressed.
- Establish baseline data, ensure sex-disaggregated data, set measurable targets, and identify expected results and indicators.
- Outline the expected risks (including backlash) and develop strategies to minimize these risks.

CIDA adds:

"Undertaking gender analysis begins with examining the issue so that the broad reality of gender roles and relationships is taken into account. Gathering information to enrich the understanding of the gender roles and relations in a specific context means asking difficult questions. When doing research, consider if you are challenging the existing gender division of labour, tasks, responsibilities and opportunities. Who are the intended recipients of the benefits of the proposed policy, program or project, and who could potentially lose? Both women and men must be consulted on the issue at hand, and have the opportunity to contribute to the definition of the solution. At the same time, it is important to keep in mind the long term impact of a policy, program or project in terms of women's equality with men. How will these enable women to have increased control over their lives?

Take, for example, the case of maternal mortality. Every year at least 585,000 women die of pregnancy or childbirth related causes around the world (WHO, 2000). A medical approach to maternal mortality can only partly address this tragic and complex problem. Broadening the focus and giving attention to equality issues such as child marriage, limited access to reproductive health services and family planning, female genital mutilation, and women and girls eating last and least can reduce and transform the recurring nature of maternal mortality. Reconsidering an issue using gender analysis expands the understanding of the challenges women face and the range of solutions available."

[http://www.acdi-cida.gc.ca/cida_ind.nsf/8949395286e4d3a58525641300568be1/a09305fd3bfc078485

[2568fc0067579f?OpenDocument#7**]**

SUMMARY

If we were to synthesize the above-noted approaches and take the common denominators among all the stages that have been identified by different organizations as integral to a gender based analysis, we could come up with four main steps involved in all of them:

1- All versions recommend an **assessment stage**, where the organization or individual in charge of undertaking a GBA should identify the existing services and knowledge related to the issue at hand, and specify the needs, and the goal or the expected outcome.

2- All versions recommend a **framework development or program design stage.** Depending on the topic we want to implement a gender analysis to, we need to use a framework – an actual method to organize the information we already have and the information we need to obtain and analyze. In the next chapter we will become familiar with some of the widely used frameworks and learn about each ones' strengths and limitations.

3- All versions recommend, although some more clearly than the others, making **use of the information**. The questions that have been designed, and carried out in the previous stages often result in identifying certain needs and gaps, and yield recommendations and suggested actions. It is crucial to carry on after this stage and use this information. As observed by Vainio-Mattila (2001???, p. 26) "Gender analysis is successful only when it results in transformations."

4- Finally, almost all the versions recommend an **evaluation stage**, in order to assess the effectiveness of the program and to determine the ways to adjust the program in future to better meet its objectives.

It is commonly recommended that for each stage a series of questions be raised. Structuring a gender based analysis within clearly defined steps and around a series of well-worked out questions (relevant to the topic at hand) help remain focused on the topic, take into account as broad context as possible and explore possible solutions.

Sources

Canadian International Development Agencies. **"**Elements of Gender Analysis"
http://www.acdi-cida.gc.ca/cida_ind.nsf/8949395286e4d3a58525641300568be1/a09305fd3bfc0784852568fc0067579f?OpenDocument#7

Health Canada, Bureau of Women's Health and Gender Analysis, 2003. "Exploring Concepts of Gender and Health" **http://www.hc-sc.gc.ca/hl-vs/pubs/women-femmes/explor_e.html**.

Status of Women Canada. Gender-based Analysis: A Guide for Policy-Making (revised edition, 1998) http://www.swc-cfc.gc.ca/pubs/gbaguide/gbaguide_e.html

Vainio-Mattila, Aeja. 2001. Navigating Gender: a fram*work and a tool for participatory development.* Ministry for Foreign Affairs, Department for International Development Cooperation, Finland, **http://global.finland.fi/julkaisut/taustat/nav_gender/gender_01.pdf**

> *"T*his manual has been written to help … the reader … apply the often theoretical understanding of gender issues in your practical work. It includes key concepts and definitions, as well as introductions to alternative gender analysis frameworks. Navigating Gender takes you through a case study to illustrate the use of these frameworks and sets you up for analyzing a programme you are involved in preparing, implementing or evaluating.
>
> Navigating Gender can be used both as an individual study guide, or as a basis for discussion in groups."
> (see *p. 4,* **http://global.finland.fi/julkaisut/taustat/nav_gender/gender_01.pdf**)

I.4. CONCEPTUAL FRAMEWORKS FOR GENDER ANALYSIS AND PLANNING

There are a variety of tools that have been developed to assist people in asking some of the questions that we discussed in the previous chapter in order to carry out a gender analysis. These "tools", sometimes referred to as **Gender Analysis frameworks**, are the actual methods used to organize the information.

In this chapter we want to explore:

- What are some of the current frameworks being used in different areas?
- How can these frameworks be used to help develop an appropriate tool in the area of settlement?

There are at least five different tools or frameworks that were initially developed and continue to be used by grass-root organizations (such as Oxfam and ILO), working in the context of development. They are:

1. Harvard Analytical Framework
2. Moser's Gender Planning Framework
3. Gender Analysis Matrix (GAM)
4. Women's Empowerment Framework
5. Social Relations Approach[1]

Before examining some of these frameworks more closely, we should note that:

- The above-noted frameworks have been designed for diverse purposes and each framework is different in its scope and focus. The tools can be used in context analysis, planning, communication, and evaluation (Leach, 2003).

- Nevertheless, these frameworks have been designed in the context of development, and they generally serve the objective of achieving gender equality.

- As such and as noted by March et al. "In practice, these frameworks do not tend to be used in the interventions which target men or boys. However, a gender analysis should take place for all interventions… " (1999: 26).

The important point is that these frameworks **can** be used as a guide to address both genders. March et al. point out that "Most of these frameworks – except theWomen's Empowerment

---

[1] The Gender Navigator introduces at least two "alternative gender analysis frameworks" as 1) Rapid Gender Analysis (RGA) developed by the Ministry for Foreign Affairs (Finland) in the 1980s and 2) The Gender Analysis Framework developed by the Forests, Trees and People Programme of the FAO (FAO) in the early 1990s, http://global.finland.fi/julkaisut/taustat/nav_gender/gender_01.pdf, p. 24. For detailed information, consult this same link.

Framework – do look at the gender roles and relations of both women and men, and so could be used for projects which target men." (ibid)

- Some of the above-noted frameworks are more inclusive than the others with respect to gender diversity. For example, while the *Women Empowerment Framework* addresses only women's needs, the *Gender Analysis Matrix* does examine the impact of the change on men's activities, status, etc. Similarly, the *Harvard Framework* can be used to look at the needs of both men and women (Leach, 2003; March et al. 1999).

- Finally it is important to note that one does not necessarily need to follow all stages of any one particular framework listed above in order to carry out a gender analysis. These frameworks can provide a practical guide and examples as how the questions could be formulated, how information can be organized, and how the process can be evaluated. As suggested by Vainio-Mattila (2001), "The best approach is to become comfortable with how the frameworks can be used, i.e. what questions do they ask and what resources you need in order to use one. Eventually you will adapt this knowledge and develop your own framework that serves your particular information needs best."

In what follows we will examine two of the frameworks which are more flexible.

The Harvard Analytical Framework (as outlined and described by ILO, available http://www.ilo.org/public/english/region. See the same location for full description of other frameworks).

The Harvard Analytical Framework was developed by the Harvard Institute for International Development in collaboration with the WID office of USAID. It is "a tool to collect data at the community and household level. It has three main components: an activity profile ('who does what?'), an access and control profile ('who has access and who controls what?'), and an analysis of influencing factors ('how does gender influence the profiles?')" see http://www.acdi-cida.gc.ca/cida_ind.nsf/vall/A09305FD3BFC0784852568FC0067579F?OpenDocument#8. The International Labour Organisation describes the Harvard framework in detail as quoted below:
(http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/harvrdfw.htm)

Aims of the Harvard framework:

- To demonstrate that there is an economic rationale for investing in women as well as men.
- To assist planners to design more efficient projects and improve overall productivity.
- To emphasize the importance of better information as the basis for meeting the efficiency/equity goal.
- To map the work of men and women in the community and highlight the key differences.

Features

The framework consists of a matrix for collecting data at the micro (community and household) level. It has three main interrelated components:

- o the <u>activity profile</u>, which answers the question, "who does what?", including gender, age, time spent and location of the activity.
- o the <u>access and control profile</u>, which identifies the resources used to carry out the work identified in the activity profile, and access to and control over their use, by gender.
- o the <u>analysis of influencing factors</u>, which charts factors that influence gender differences in the above two profiles.

The framework also contains a series of checklists consisting of key questions to ask at each stage of the project cycle: identification, design, implementation, and evaluation.
Uses of the framework:

- Best suited for project planning, rather than programme or policy planning.
- As a gender-neutral entry point when raising gender issues with constituents resistant to considering gender relations and power dynamics.
- For baseline data collection.
- In conjunction with Moser's framework, to draw in the idea of strategic gender needs.[2]

Strengths of the Harvard framework:

- It is practical and hands-on.
- Once the data have been collected, it gives a clear picture of who does what, when and with what resources. It makes women's role and work visible.
- It distinguishes between access to and control over resources.
- It can be easily adapted to a variety of settings and situations.
- It is relatively non-threatening, because it relies on "facts" only.

Potential limitations:

- Based on WID (efficiency) rationale, which aims at increasing project/programme efficiency. It does not delineate power relations or decision-making processes. Therefore, the framework offers little guidance on how to change existing gender inequalities. It tends to result in gender-neutral or gender-specific interventions, rather than those that can transform existing gender relations.
- Tends to oversimplify, based on a somewhat superficial, tick-the-boxes approach to data collection, ignoring complexities in the community; may result in lost opportunities for change.
- Is basically a top-down planning tool, excluding women's and men's own analysis of their situation.
- Ignores other underlying inequalities, such as class, race and ethnicity, encouraging an erroneous view of men and women as homogeneous categories.

---

[2] "Practical gender needs" and "Strategic gender needs" are two concepts used in the context of development. The former refers to those needs of women (and men) which can be met without changing the existing gender division of labour or challenging women's subordinate position in the society. The latter refers to those needs which could be met only if the existing relationship of unequal power between men and women is transformed (March, 2001)

- Emphasizes separation of activities and resources based on sex or age, ignoring connections and co-operative relations across these categories. This can result in projects that cannot tackle women's strategic gender needs.
- The profiles yield a somewhat static view of the community, without reference to changes over time in gender relations.

Gender Analysis Matrix (as outlined and described by Vainio-Mattila, 2001)

Developed by Rani Parker (1993).Gender Analysis Matrix is best suited for "designing and implementing gender sensitive programmes under constraints imposed by shortage of funding and time, illiteracy and insufficient or non-existent quantitative data on gender roles." (Navigating Gender, p. 35)

"The Gender Analysis Matrix is based on three principles:
1. All requisite knowledge for gender analysis exists among the people whose lives are the subject of the analysis.
2. Gender analysis does not require the technical expertise of those outside the community being analyzed, except as facilitators.
3. Gender analysis cannot be transformative unless the analysis is done by the people being analyzed.

How to use the Gender Analysis Matrix
1. Use an empty Gender Analysis Matrix as a framework for the analysis.
2. The Gender Analysis Matrix is filled in by taking each level and assessing the impact of the project on each category shown. For example, what impact will the project have on women's work? On their resources?
3. After all the potential changes that the project may bring are filled in, the changes are reviewed by:

- Putting a plus (+) sign if it is consistent with programme goals
- Putting a minus (-) sign if it is contrary to programme goals
- Putting a question mark (?) if you are unsure whether the identified change is consistent or contrary

4. The following are rules suggested by the author for use of Gender Analysis Matrix:

- Where possible, women and men in equal numbers (or close to equal) should do the analysis.
- The analysis should be reviewed and revised once a month for the first three months and once every three months thereafter.
- Every box of the matrix should be verified on each review of the Gender Analysis Matrix.
- Unexpected results must be added to the Matrix.
- The Gender Analysis Matrix must be used in addition to other standard tools of analysis such as monitoring tools, needs assessments, etc." (Navigating Gender, p. 35-36)

"Strengths:

- written for community level use, participatory.
- can be used with relatively little knowledge about gender issues.
- good tool for initiating discussion and debate within a programme.

Weaknesses:

- needs a skilled facilitator to carry out the analysis utilizing the given framework.
- continuous application of the framework can be time consuming.
- really benefits from a designated gender person within a programme." (Navigating Gender, p. 35)

The following notes are made by March et al. (1999) on three more frameworks:

- Aims of the **Moser framework**: to set up "gender planning" whose goal is emancipation of women from their subordination, and their achievement of equality…. (1999:56)
- Aims of **Women's Empowerment Framework**: to help planners question what women's empowerment and equality means in practice and assess critically to what extent a development intervention is supporting this empowerment. (1999:92)
- Aims of **Social Relations Approach**: to enable women (through programs, policies) to be agents of their own development. (1999: 102)

We close this chapter by making reference to one resource where certain GBA frameworks are applied and new tools are developed. The readers of this paper are encouraged to view this as an example and explore how it could be approached for purpose of the settlement experience.

Gender-based Violence Tools Manual For Assessment & Program Design, Monitoring & Evaluation in conflict-affected settings has been developed by the Reproductive Health Response in Conflict Consortium (RHRC) of the Women's Commission for Refugee Women and Children (WCRWC). The tools in this manual have been developed in the context of development and they serve the intention of addressing and resolving women's subordinate position. Meanwhile, the tools are formulated in a "user-friendly" way to promote action within and coordination between a variety of sectors (the constituent community, health and social services, and the legal and security sectors).

The tools are divided into three major categories: **assessment, program design,** and **program monitoring and evaluation**. The **assessment** tools are meant to improve awareness of the nature and scope of gender-based violence (GBV) in a given setting, to assist in gathering information about local attitudes and behaviours related to GBV, and to identify existing GBV services and gaps in services within the community. The **program design** tools may be used for designing and implementing projects whose outcomes meet intended goals, and for improving hiring practices within GBV programs. The **program monitoring and evaluation** tools assist in evaluating program effectiveness, as well as in recognizing short-

and long-term service utilization and service delivery trends that may be used to adjust programming.

Each of the above-mentioned tools is divided into further sections and sub-steps. The following outline gives a visual summary of the main headings and content of the manual.

---

1. ASSESSMENT TOOLS

1. 1. Situational Analysis Guidelines (divided into six sections)
      1.1.i. General Demographic Information
      1.1.ii. Overview of Population Movement
      1.1.iii. Description of Community/Camp
      1.1.iv. Overview of GBV
      1.1.v. National Security and Legal Authority (A, B, C, …)
      1.1.vi. Assessment of Existing Multi-sectoral Prevention & Response

1.2. Focus Group Guidelines
1.3. Community Mapping Guidelines
1.4. Pair-wise Ranking Guidelines
1.5. Causal Flow Analysis Guidelines
1.6. Draft Prevalence Survey Questionnaire
1.7. Sample Interviewer Training Handbook

2. PROGRAM DESIGN TOOLS

2.1. The Causal Pathway Framework
2.2 Recruitment Do's and Don'ts
2.3. Sample Job Descriptions
2.4. Screening Tool
2.5. Pre-hiring Interview Guide
2.6. Rights and Responsibilities of GBV Program Beneficiaries and Employees
2.7. Code of Conduct

3. PROGRAM MONITORING & EVALUATION TOOLS

3.1. Sample Output and Effect Indicators
3.2. Incident Report Form/Consent for Release of Information
3.3. Monthly Statistical Report Forms
3.4. Client Feedback Form

Sources

Canadian International Development Agencies www.acdi-cida.gc.ca/ (page **"**Tools for gender analysis")

International Labour Organization, SEAPAT, South-East Asia and the Pacific Multidisciplinary Advisory TeamILO/SEAPAT's "OnLine Gender Learning & Information Module, titled "Some gender planning approaches and strategies" 1998. Available at: http://www.ilo.org/public/english/region/

Leach, Fiona. Practising Gender Analysis in Education. Oxfam: Great Britain. 2003.

March, Candida, Ines Smyth, and Maitrayee Mukhopadhyay. *A Guide to Gender-analysis Frameworks*. Oxfam: Great Britain. 1999

Reproductive Health Response in Conflict Consortium (RHRC) of the Women's Commission for Refugee Women and Children (WCRWC). *Gender-based Violence Tools Manual For Assessment & Program Design, Monitoring & Evaluation in conflict-affected settings.* available at http://www.womenscommission.org/ (reports)

Vainio-Mattila, Aeja. 1999. Navigating Gender. Ministry for Foreign Affairs, Department for International Development Cooperation, Finland.

SECTION II

INTRODUCTION

Section two of the present paper consists of the literature review of a selected number of studies which deal with gender dimensions of settlement. The section is divided into seven chapters or seven areas of research:

- Education and Schooling
- Employment
- Family relations
- Health
- Integration and civic participation
- Sexuality
- Settlement services and policies

As highlighted in the introduction to this paper, the objectives in undertaking a literature review are to:

d. Identify the current areas of research, and point out gaps on the topic of settlement
e. Help the reader explore how a gender based analysis can be applied to settlement sector,
f. Draw attention to the need to include intersectional perspectives in the GBA process

A few points about the structure and purpose of this section:

1. Under each of the seven topics or chapters, we will raise a series of questions which seem the most immediately relevant to the settlement sector. We will then examine a selected number of studies that address those questions. Finally, we conclude each chapter by raising some additional questions that seem to have not been addressed in the current literature.

2. Neither the seven areas of research that have been covered in this section, nor the studies that have been described or the gaps that have been identified are by any means exhaustive. The limited number of studies that have been introduced in this paper are meant to indicate the current *trend* of studies. Similarly, the questions raised in each chapter are meant to provide some *examples* of the kind of inquires one may make and to *trigger* additional questions (pointing to the direction to possible answers).

3. Efforts are made to encourage an intersectional approach. It means that we have tried to:

a) include the studies that look not only at the gender but also at the connection between gender and other variables such as age, disability, refugee/immigration status, socio-economic status, etc.
b) where the existing research lacks an intersectional approach (i.e. when it fails to look at different groups of refugees and immigrants by age, socio-economic position, gender identity, etc.) then we have tried to point out these gaps by raising additional questions thereby encouraging a more thorough approach.

4. There are significant areas of overlap among the seven topics or chapters. In other words, many of the references can be placed under more than one category. For example, in the chapter on "employment", we will look at a study entitled *Difference, Deficiency, and Devaluation: Non-recognition of Foreign Credentials for Immigrant Professionals in Canada* (Guo, 2005); this study however is also relevant to the chapter on "Education".

5. The focus of this literature review is on studies conducted in Canada (occasionally examples from the US or Europe are included).

6. Finally, we have provided a list of references at the end of each of chapter. This part of each chapter might merit additional attention because where possible, we have included funding agencies, or brief summary of specific studies. We have also tried to categorize some additional suggested readings by subject.

II.1. EDUCATION

Education encompasses a broad range of activities and domains, including formal education (i.e. at school establishments) and semi-formal, long run processes of acquiring specific skills and knowledge both for youth and adults. For the purpose of this paper, we will be focusing on the following areas of inquiry:

1. How does gender shape differential experiences of newly arrived youth in the Canadian schools?
2. How does gender shape how newcomer families relate to Canadian schools?
3. What are some of the language-training needs of specific gender, age, and socio-economic newcomer groups? How are these needs being addressed by the settlement sector?
4. What are some of the educational needs of specific gender, age, nationality groups in the long run and how are these needs being addressed by educational institutions and social sectors?

Schooling/children

According to a Metropolis-coordinated study entitled "Strategic Workshop on Immigrant Women Making Place in Canadian Cities (hereafter, SWIWMPCC):

> "Generally Canadian institutions, governments and organizations have made substantial efforts to address gender inequality in schools by engaging in the classroom and in the adoption of curricula materials with 'girl-friendly' or 'anti-sexist' strategies. Such strategies are ongoing, but unevenly practiced in local and provincial jurisdictions. Governments provide limited resources for dealing with gender inequalities and for supporting research that could monitor the effectiveness of strategies for overcoming the inequalities. Furthermore, although recent concerns about boys' performance in schools need to be addressed, it is unclear how this is to be done without threatening the ongoing support of work to improve the situation for girls." (SWIWMPCC, 2002)

The above-noted research project further observes that "gender inequality in schools cannot be fully understood unless we take into account other factors that interact with gender inequality, such as race, ethnicity, social class, sexual orientation, and disablement. For example, boys who do not match dominant cultural norms of masculinity may experience further harassment and bullying in Canadian schools." (ibid)

Some research suggests that, generally, ethnic minority and immigrant **youth** are vulnerable to **bullying and harassment** in schools and therefore they are at a greater risk of negative consequences for mental health and school adjustment. (Pepler, et al., date unknown).

Language Training Programs (children and adult)

Another area of research which has received much attention is the language training programs in, English as Second Language (ESL) in English-speaking Canada, and French language courses in Québec.

Many researchers have pointed to the shortcomings of ESL programs in different provinces in Canada. For example Frideres (1989) has examined the inefficiency of ESL programs in Calgary among a large group of Spanish-speaking and Vietnamese-speaking men and women. Similarly, in her on-going project, "Policy and Legal Barriers to Settlement", Sarah Wayland has pointed to several problems with ESL programs in Ontario (problems associated with newcomers youth drop-outs, constraints faced by ESL teachers, etc).

However, these studies are usually of a general nature and are not gender-specific. This means that although they include men/boys, women/girls and sometimes age-categories, these studies do not examine differential impacts of ESL programs for different genders. For example, in Frideres study, we need to ask:

-Was there any difference between refugee and immigrant women and men (of the two ethnic backgrounds) with regard to their lack of increased abilities in English? If so, what factors contributed to these differences?

Similarly, in Wayland's study, one needs to ask:

- Are the drop-up rates for teenage boys and girls are the same? If not, what factors seem to contribute to these factors, and how could different programs address these different needs?
School-Family Relations
It is an established fact that schools cannot work in isolation from families. As the SWIWMPCC (2002) observes, Canadian schools have begun to address some of the home-school issues that occur with immigrant parents and their children by introducing, where budgets permit, such measures as informing parents in specific languages about school events, school workshops for parents, and inviting parents to become involved in various school and classroom events.

The above-noted research further observes that:

"We know that on a daily basis mothers, including immigrants, generally are more involved with their children's schooling than fathers, for example, in contacts with schools, preparing their children for school, helping them with school-related activities. But in contrast to the existing research that has examined the dynamics of gender in schools, much less research exists on the ways that gender shapes the relation of families to schools."

"Women remain the key link between children and major social institutions such as schools. At the same time, services that target immigrant and refugee women often do so only in their capacity as mothers, and do not address women's broader integration needs."

Education-related community services

Most of the education-related community services address the needs of adult immigrant -and refugee- women. A Commitment to Training and Employment for Women is just one example of such a service offered in Ontario. This organization serves about 60 agencies and organizations involved in the delivery of employment and training services to women. Its mission is " to promote and support community-based training opportunities for women, through networking, capacity building, public education and research and publications". The ACTEW's website (www.actew.org) lists eleven publications which are also available online. some of which are:

- Updated Shortcuts to Career Development Resources for Girls and Women. 2003
- Shortcuts Evaluation Form. 2003
- Raccourcis menant à des ressources de ressources de professionnel à l'intention des filles et des femmes. 2003
- Challenges and Connections: Meeting the Information Needs of Professionals Working with Immigrant Women. 2001
- Access Diminished: A Report on Women's Training and Employment Services in Ontario. 2000
- Skills and Knowledge Profile Coach's Manual.1999
- Choosing Training? 1998.

With respect to particular issues facing lesbian, gay and bisexual youth, the Education Wife Assault (EWA) has published the following:

Creating Safer Schools for Lesbian, Gay and Bisexual Youth: A Resource for Educators (Revised 2002). Includes strategies for educators to incorporate anti-homophobia education in equity and anti-violence programming. Addresses how teachers can deal with homophobic violence and barriers to starting anti-homophobia work in schools and communities.

Foreign academic credentials

Immigrants and refugees trying to pursue their education frequently confront problems resulting from the non-recognition in Canada of their credentials acquired outside Canada. This topic is addressed below, page 56, in the chapter on Employment.

Sources

Frideres, J. S. Visible minority groups and second-language programs: Language adaptation. International Journal of the Sociology of Languages 80:83–90. 1989.

> "Findings of this research indicate that current programs are not very effective in teaching even rudimentary English skills to immigrants. An approach that views ESL training as settlement service, rather than a strictly academic, educational, or vocational service, is urged"

Pepler, Debra J., Jennifer Connolly, Wendy Craig et al. *School Experiences of Immigrant and Ethnic Minority Youth: Risk and Protective Factors in Coping with Bullying and Harassment.* CERIS funded project http://ceris.metropolis.net/research-policy/ (research, proj97)

Strategic Workshop on Immigrant Women Making Place in Canadian Cities (2002) *Policy-Relevant Research on Immigration and Settlement - Relevant for Whom? A Working Document. Montréa*l: Urbanisation, Culture et Société, Institut national de la recherche scientifique, and Immigration et Métropoles. Available at [http://GenderImmigration.inrs-ucs.uquebec.ca] (page ""Access to schools and education") [Workshop members: D. Rose (coordinator), J. Bernhard, C. Creese, I. Dyck, L. Goldring, A. McLaren, C. Nolin, V. Preston, B. Ray, E. Tastsoglou]

Wayland, Sarah. *Policy and Legal Barriers to Settlement: A joint initiative of the Community Foundations of Canada and the Law Commission of Canada*. 2006. (www.waylandconsulting.com)

Further Readings:

Bernhard, Judith K., Marlinda Freire, Veronica Pacini-Ketchabaw & Virginia Villanueva (1998) A Latin-American parents' group participates in their children's schooling: parent involvement reconsidered. *Canadian Ethnic Studies* XXX (3): 77-98.

Ghosh, R., & Abdi, A.A. Education and the politics of difference: Canadian perspectives. Toronto: Canadian Scholars' Press. 2004.

Kunz, J. L., A. Milan & S. Schetagne (2000) *Unequal Access. A Canadian Profile of Racial Differences in Education, Employment and Income*. A Report prepared for Canadian Race Relations Foundation by the Canadian Council on Social Development. Ottawa.

Li, P.S. (2001). The market worth of immigrants' educational credentials. Canadian Public Policy, 27 (1), 23-38.

Les études en français
Hamel, Cynthia. *Représentations de l'intégration scolaire de l'élève immigrant au Québec chez des enseignants du primaire*. Mémoire de maîtrise. Département d'éducation et d'administration de l'éducation. Université de Montréal. 2002.

L'intégration scolaire de l'élève immigrant au Québec comporte des difficultés reliées au contexte sociohistorique et politique de la province, mais aussi à la reconstruction identitaire et à des acquis culturels fondamentaux. La performance académique d'un élève ainsi que sa capacité à établir et à maintenir des rapports harmonieux avec les autres reposent essentiellement, selon les écrits, tant sur sa connaissance et sa maîtrise du français que sur son appropriation, au quotidien, d'un ensemble de valeurs, de normes, de rôles, de sanctions, de modèles, d'idéologies et de symboles. Parmi les facteurs qui nuisent au processus d'intégration scolaire ou le facilitent, les représentations que s'en font les enseignants pourraient occuper une place substantielle.

La recherche exploratoire dont rend compte ce mémoire a pour objet les représentations de l'intégration de l'élève immigrant à l'école au Québec chez des enseignants du primaire. À cet égard, ont été identifiés et décrits les valeurs, les sentiments, les émotions, les idéologies, les concepts, les opinions et les orientations de comportements de 14 enseignants de la Commission scolaire de Montréal (CSDM), rencontrés dans le cadre d'entrevues semi-dirigées individuelles. Les entretiens ont permis de colliger des éléments de définition ou des caractéristiques de l'intégration scolaire de l'élève immigrant, des facteurs qui y font obstacle ou qui lui sont favorables et des rôles attribués aux agents ou aux milieux de socialisation à qui en revient le mandat.

De l'analyse des données recueillies (transcription des verbatims, puis identification et regroupement des unités de sens pertinentes), il ressort que les enseignants se représentent l'intégration de l'élève immigrant à l'école québécoise, principalement comme la capacité à entrer en relation, tant avec les individus qu'avec la société d'accueil et sa culture. La langue est envisagée davantage comme un moyen d'intégration qu'un élément de définition. Les parents et la famille, d'une part, et l'élève, d'autre part, s'avèrent deux autres facteurs d'importance. Les responsabilités vis-à-vis l'enfant en processus d'intégration sont assignées, à parts presque égales, aux pairs, à l'enseignant/ à l'école, à l'élève lui-même et aux parents/ à la famille. Le discours des participants varie selon divers éléments qui relèvent de leur vie personnelle et professionnelle, notamment leur sexe et la concentration ethnique de l'école dans laquelle ils travaillent. Les représentations dégagées s'expliquent, tantôt par un jeu de variables et des liens établis avec celles-ci (liens d'homogénéité ou de dépendance ou encore, un plausible reflet de la réalité), tantôt par un fil conducteur ou une cohérence entre les propos. Une interprétation des données est enfin tentée en prenant appui sur la notion de personne prévalant au sein d'une société individualiste, telle la société québécoise.

Laferrière, Michel. L'éducation des enfants des groupes minoritaires au Québec. De la définition des problèmes par les groupes eux-mêmes à l'intervention de l'État . Sociologie et sociétés, Vol. XV, 2 1983. En ligne : http://www.erudit.org (revue/socsoc/1983/v15/n2/) (consulté le 16 mars 2006)

Ce texte cherche à rendre compte de la façon dont les problèmes éducatifs présentés par les minorités ethniques au Québec ont été définis ou parfois occulté, depuis les années soixante jusqu'à aujourd'hui. Ces « problèmes » concernent en particulier l'adaptation et l'échec scolaire, mais surtout la question de la langue d'enseignement et l'intervention de certaines instances étatiques. Selon les périodes, différentes données d'analyses qualitatives et/ou quantitatives ont été utilisées.

Rousseau, Cécile. *Reconstruire un monde qui fait sens : Le défi des écoles accueillant les enfants de la guerre* (acte du colloque Intégration et scolarisation des élèves immigrants. Dessine-moi une école, tenu le 23 mai 2003). Montréal : Direction des services aux communautés culturelles. En ligne : http://www.meq.gouv.qc.ca/dscc (Colloque/colloque.htm) (consulté le 16 mars 2006)

L'objectif de cet article est de présenter le processus de construction d'une intervention au niveau du primaire auprès d'enfants nouvellement arrivés au Québec qui fréquentent l'école primaire. Seront discutés les résultats d'un projet pilote qui a correspondu à l'une des étapes d'élaboration d'une intervention et au développement concomitant d'une réflexion théorique.

II.2. EMPLOYMENT

We start this chapter by asking:
1. How does gender shape the processes of labour force participation?
2. How do ethnicity and immigration and refugee status influence the employment and earnings of immigrant women and men and LGBTQ peoples?
3. How does the non-recognition of foreign credentials affect refugee and immigrant newcomers of different genders?
4. How does it affect newcomers from different regions of the world?

Several studies have covered the two arenas of "education" and "employment" under one research project. For example, in the previous chapter on education we saw that non-recognition of foreign educational credentials prevents refugees and immigrants from accessing professional jobs in Canada and acquiring Canadian work experience. This non-recognition makes it difficult for refugees and immigrants to be qualified for professional jobs, which in turn put them in a lower earning rate compared to native Canadians.

Recognition (or lack thereof) of foreign credentials
Much research attention has been paid to the lack of recognition of international credentials. Guo argues that the learning experience of foreign-trained professionals who come from "third world" and developing countries, especially those of women, are often treated as suspicious or inferior in the Canadian society, including government agencies, professional associations, employers and educational institutions. The following is a summary of her literature review findings and argument in point form, taken from her 2005 article. The bold in the following quotes are added in order to draw attention to the key points made by the author.

- "Previous studies have shown that the introduction of the "point immigration system" in 1967 represented an historic watershed, as for the first time in Canadian the history the selection of immigrants on their education, skills and resource rather than their racial and religious backgrounds."

- "Previous studies have also shown that immigrant selection practices since the mid 1990s have given more weight to education and skills, favouring economic immigrants over family-class immigrants and refugees."

- "As a result, a considerable number of immigrants are highly educated professionals, particularly scientists and engineers. However, a number of studies have shown that many of these **highly educated immigrant professionals experience barriers to having their foreign credentials** and work experience recognized after they arrive in Canada."

- "For example, in a study with 404 Indo- and Chinese-Canadian immigrant professionals in Vancouver, Basran and Zong (1998) report that only 18.8 per cent of their respondents worked as professionals (doctors, engineers, school/university teachers, and other professionals) after immigrating to Canada. They also discovered that the most important factor for their inaccessibility to professional occupations and

resulting downward social mobility was the non-recognition or devaluation of their foreign credentials."

- "**Highly educated refugees** also encounter similar barriers in Canada. In a study with 525 refugees, Krahn, Derwing, Mulder, and Wilkinson (2000) demonstrate that refugees with high educational and occupational qualifications experienced downward occupational mobility after arriving in Canada. A lack of recognition of prior learning and work experience was identified as the top contributing factor to this downward mobility (other factors include: a shortage of Canadian references and work experience, English language difficulties, and employer discrimination)."

- **"The situation for immigrant women is even worse".** It has been argued that the category of "immigrant women" has served to commodify them to employers, reinforcing their class position in providing cheap, docile labour to the state under exploitive conditions that are often permeated with racism and sexism. Highly skilled immigrant women are usually seen as potential source of manual labour. They face unemployment or are pressured into non-skilled jobs."

- "Access to the job market is not determined by education alone, but is constrained by other factors such as gender, national origin, race, and ethnicity. Systemic racism and ethnicism affects immigrants differently. Women from advanced countries (such as the US, Australia, Britain, or New Zealand) are treated differently from those originating in the Third World countries. Only those with financial resources at their disposal can afford the Canadianization of their experience."

- "The effects of non-recognition of foreign credentials and prior work experience for refugee and immigrant men and women: non-recognition of foreign credentials **prevents refugees and immigrants from accessing professional jobs** in Canada and acquiring Canadian work experience, which subsequently makes it difficult for them to be qualified for professional jobs."

- "Immigrants receive a much **smaller earnings** premium for their education: on average half –that of native-born Canadians. Reitz (2001) maintains that immigrant men and women receive about one-half to two-thirds as much benefit from work experience as do the native-born of the same gender."

- "**Variation** in earnings among immigrant **origins groups**: In general, immigrant men from origin groups outside Europe earn anywhere between 15 and 25 per cent less than most of the European origin groups. However, origin-group earnings differences for immigrant women are much less than for men. In other words, it seems that Canadian employers treat schooling in certain countries of origin, mostly in Asia, Africa, the Caribbean, and Latin America, differently from the way they treat schooling in other, mostly European, countries of origin. This finding reveals that the issue is more severe for immigrants with qualifications from developing countries."

- "**The root causes**: a) Canadian Society seems to tolerate rather than embrace differences. It means that while the minor and non-consequetial forms of difference such as dance, and food are gently affirmed, substantive differences that tend to

challenge hegemony are usually perceived by many as deficient, deviant, pathological, or otherwise divisive. B) Second, knowledge is used as power to keep out the undesirable. The devaluation and denigration of immigrants' knowledge and experience becomes the new head tax to keep "undesirables" out. It has also been used as a new strategy to maintain the subordination of immigrants, and to reinforce the extant power relations in Canada."

- "This study **urges government** organizations, professional associations, educational institutions, and prior learning assessment agencies to dismantle barriers by adopting an inclusive framework which fully embraces all human knowledge and experiences, no matter which ethnic and cultural backgrounds they emerge from. Otherwise, immigrants will be further alienated from becoming fully-fledged citizens of Canada." (Guo, 2005).

Furthermore, like in the other settlement areas, the existing research in the area of employment seems to be focused much more on women than on men's needs, barriers, and available services. The "Strategic Workshop on Immigrant Women Making Place in Canadian Cities (SWIWMPCC), 2002 summarizes what the existing research tells us about employment status, earnings and occupational attainments of immigrant women (bold in the following quotes are in original text):

- Compared with Canadian-born women and earlier immigrants, **recent immigrant women are often better educated**. A larger share of recent immigrant women have university degrees and even graduate degrees than Canadian-born women and earlier immigrants.
- **Immigrant women have lower earnings** than immigrant men and Canadian-born workers of both sexes even after accounting for differences in education, experience, occupation and other work-related characteristics.
- Although fewer Canadian-born women have university degrees, their labour force participation rates are higher than immigrant women's.
- Among women with less than a Grade 9 education, immigrant women are more likely to participate in the labour force than Canadian-born women.
- For recent immigrants, those who have been in Canada less than ten years, the **unemployment rate has been increasing** both in absolute terms and relative to the Canadian-born.
- **Immigrant women** are at an even **greater disadvantage than immigrant men in Canadian labour markets**. Recent immigrants who do not know at least one of Canada's official languages are much less likely to be on the labour market than those who do, and this effect is stronger for women than for men. Differences between the unemployment rates of Canadian-born women and recent immigrant women are especially large.
- **More immigrant women work in service, processing and manufacturing** jobs than non-immigrant women. More Canadian-born women work in managerial, professional and clerical jobs than immigrant women.
- **Recent immigrant women with university degrees often do not obtain jobs that match their qualifications**: they are twice as likely as the Canadian-born to be employed as administrative, clerical, sales or service workers.

- **Foreign-born visible minorities earn less** than the foreign-born from non-racialized groups. There may be different employment integration processes for visible and non-visible minorities.
- Immigration class also influences women's access to appropriate and remunerative employment.

Sherkin (2004) has summarized one of the current community-based studies that focus on the economic integration of immigrant women in the Toronto labour market. The summary is presented here as an example of such research.

"A community based research entitled *Economic Integration and Immigrant Women in Toronto: A Bilateral Perspective* (Sherkin and Demchuk 2003) was a collaborative effort between the Canadian Centre for Women's Education and Development and the Children's Aid Society of Toronto. It was funded by Human Resources Development Canada. The purpose of the study was to establish a direct bilateral correlation between the economy and immigrant women living in Toronto through the examination of economic factors and social experiences, both as individual and community-related entities, a holistic approach that could ultimately identify and bridge gaps and propose creative solutions. Despite the fact that many researchers have focused on systemic barriers confronting immigrant women in the workplace, few have investigated the economy in its own right. Moreover, past and present labour-market dynamics as well as the needs and preferences among the local employer community, particularly as they relate to immigrant women's skills, qualifications, and experiences are in need of far more research attention.

The above-noted research, however tried to link Toronto's economic environment with women's social experiences. Its researchers surveyed 433 immigrant women residing in Scarborough and East Toronto and conducted face-to-face survey interviews with 97 employers throughout the city. Additional elements included a thorough literature review of research conducted on immigrant women as well as an overview of the Toronto, Ontario, and Canadian labour markets.

In short, study findings highlighted a significant dearth of communication between multiple stakeholders, namely, employers, immigrant women, community agencies, and governments, on a variety of issues ranging from poverty and recruitment to training and language. Such a situation, it was argued, has and continues to both consciously and unconsciously impede effective action. Recommendations for change thus focused on ways to improve communication between all social players, an integral ingredient for increasing effective and sustainable bilateral integration of immigrant women and the economy." (Sherkin, 2004)

Some of the individual studies on different topics pertaining to immigrant women are highlighted below:

• Israelite and Herman (1997). Voices of Immigrant Women: The **Effect of Cutbacks** on Their Settlement Experiences.

> "This study explores, through qualitative research strategies, the perspectives of recent immigrant and refugee women regarding the impact of policy changes and budget cutbacks on their settlement experience. The primary research activity will be ethno-specific focus group interviews with Hispanic and Somali women. The study will be conducted in the City of York. The main collaborative partner will be York Community and Agency Social Planning Council. Community-based research assistants will facilitate the focus groups in the women's native language. One graduate student will coordinate the project; another will assist in aspects of data collection and analysis."

• Access Alliance Multicultural Community Health Centre (2002). **Needs assessment** of immigrants and refugees living in Toronto.

> "This report strives to gain a better understanding of the pressures experienced by immigrants and refugees of both genders, and by organizations trying to balance increasing needs and shrinking budgets."

More questions to explore:

The research in the area of economic integration as it pertains to female newcomers is fairly rich in scope. At the same time, some topics have received more attention than the others. For example, as noted by SWIWMPCC (2002):

> "Immigrant women's access to language and job training and their abilities to take advantage of job vacancies are often constrained by domestic responsibilities rooted in the spatial separation of home and workplace. Even when women work at home, unpaid work competes for their attention with paid work"

This study suggests therefore that the **link between home and work for immigrant women** should be investigated more thoroughly.

More importantly, it seems that little **distinction is made between the respective experiences of different immigration categories of women** in the current literature. We need to ask:

- How is economic integration linked to a person's refugee/immigration status in Canada?
- Do refugee women face additional barriers? Do sponsored women face additional barriers?

On the other hand, quite evidently, the challenges faced by refugee and immigrant men in this area of economic integration and employment attainment have been overlooked in the current literature. We know that most refugee and immigrant men who are coming from certain parts of the world have in fact higher education levels and previous working experiences that their female counterparts: Do these qualifications translate into an easy access to professional employment and high earning?

Similarly, there is enough evidence to suggest that the issues of racism in the Canadian society in general and at the workplace in particular could hit specific groups of ethnic and newcomer men even harder than women. For example, since 9/11 events, both men and women of Muslim and Arab origin have been target of discriminatory policies, secret trials, detention, interrogation, and open discrimination at the workplace (CCR, 2004). At the same time, Arab and Muslim men seem to be particularly affected by these policies since Islamophobia and terrorism seems to be associated more with men than women. For example, as documented by the CCR:

> "In the summer of 2003, Citizenship and Immigration Canada publicly labelled 23 Muslim men of Pakistani and Indian nationality as "suspected terrorists". It soon became apparent that these arrests under "Operation Thread" had been based on flimsy evidence and the accusations of terrorism were dropped. However, the lives of those arrested were drastically altered by being publicly associated with terrorism"

There is a need to ask: What are the impacts of racism at the work place on particular groups of refugee and immigrant men at the workplace?

In addition, we need to ask:

- What particular barriers do disabled refugee and immigrant face in their economic integration in Canadian Society?
- Do LGBTQ refugees and immigrants face additional barriers in accessing employment and at their workplace? What are their particular needs and how these needs could be addressed?

Sources

Access Alliance Multicultural Community Health Centre. *Needs assessment of immigrants and refugees living in Toronto*. 2002.

Canadian Council for Refugees, 2004. *Feeling the Chill: Discrimination against Muslims and Arabs in Canada*. Montreal: Canadian Council for Refugees. A pamphlet published in 2004. Available in English and French at www.ccrweb.ca (page "public education")

Guo, Shibao. *Difference, Deficiency, and Devaluation: Non-recognition of Foreign Credentials for Immigrant Professionals in Canada*. L'Association Canadienne pour l'Étude de l'Éducation des Adultes (ACÉÉA) Canadian Association for the Study of Adult Education (CASAE) 2005 National Conference On-Line Proceedings University of Western Ontario in London, Ontario May 28 to May 31. 2005. [http://www.oise.utoronto.ca. (page CASAE, conference proceeding 2005)]

Neita Kay Israelite, Arlene Herman. *Voices of Immigrant Women: The Effect of Cutbacks on Their Settlement Experiences*, CERIS funded project. 1997. http://ceris.metropolis.net/research-policy (research_content/proj97)

Sherkin, S. and Demchuk, A. *Economic Integration and Immigrant Women in Toronto: A Bilateral Perspective*. (Toronto: Canadian Centre for Women's Education and Development in partnership with the Children's Aid Society of Toronto). 2003

Sherkin, Samantha. *Community-Based Research on Immigrant Women: Contributions and Challenges.* PhD, Community Social Planning Council of Toronto, CERIS Working Paper No. 32, May 2004**.** http://ceris.metropolis.net/ (research-policy/wkpp_list.htm)

Strategic Workshop on Immigrant Women Making Place in Canadian Cities (2002) *Policy-Relevant Research on Immigration and Settlement - Relevant for Whom? A Working Document. Montréa*l: Urbanisation, Culture et Société, Institut national de la recherche scientifique, and Immigration et Métropoles. Available at [http://GenderImmigration.inrs-ucs.uquebec.ca] (page ""Access to Employment") [Workshop members: D. Rose (coordinator), J. Bernhard, C. Creese, I. Dyck, L. Goldring, A. McLaren, C. Nolin, V. Preston, B. Ray, E. Tastsoglou]

Further readings:

(on access to labour market)

Krahn, H., Derwing, T., Mulder, M., & Wilkinson, L.. Educated and underemployed: Refugee integration into the Canadian labour market. Journal of International Migration and Integration, 1 (1), 59-84. 2000.
Reitz, J.G. (2001). Immigrant skill utilization in the Canadian labour market: Implications of human capital research. Journal of International Migration and Integration, 2 (3), 347-378.

(on ethnospecific studies related to race/racism, work place):
- James, C., D. Plaza & C. Jansen (1999) Issues of race in employment experiences of Caribbean women in Toronto. Canadian Woman Studies/Cahiers de la femme 19: 129-133.
- Khosla. *Breaking isolation for low income women of colour in Toronto* – funded by the Women's Program, Status of Women Canada, with supplementary support from the City of Toronto's Access and Equity Grants Program. 2003.
- Preston, Valerie. & Guida Man (1999) *Employment experiences of Chinese immigrant women: an exploration of diversity*. Canadian Woman Studies/Cahiers de la femme 19: 115-122.
- Ralston, Helen (1991) *Race, class, gender and work experience of South Asian immigrant women in Atlantic Canada,"* Canadian Ethnic Studies. 33: 129-139.

(on relations between women's domestic responsibilities and employment)
- Dyck, I. 1992. Integrating home and wage workplace: Women's daily lives in a Canadian suburb. In *British Columbia reconsidered: Essays on women*, ed. G. Creese and V. Strong-Boag, 172–97. Vancouver: Press Gang.

- Dyck, I. 1996. Mother or worker? Women's support networks, local knowledge and informal child care strategies. In *Who will mind the baby? Geographies of child care and working mothers*, ed. K. England, 123–40. London: Routledge.

(on workplace harassment): (includes references to race and ethnicity, but not specific to female newcomers experiences)

The Workplace Harassment Community Research Team. 2000. *Preliminary Report on Sexual and Workplace Harassment*. (London: Centre for Research on Violence Against Women and Children). [The final report, *Workplace Harassment and Violence Report*, is available at: www.uwo.ca/violence].

Les études en français

Cardu, Hélène et Annick Lenoir. *Filtres culturels dans les pratiques professionnelles de soutien à l'insertion en emploi : un répertoire des interactions témoignant de 'chocs' culturels à l'intervention.* **Plan de recherche du volet 1 2005-2007. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

À l'aide d'entrevues auprès d'intervenants de l'orientation professionnelle à Québec et à Montréal, ce projet vise à analyser les zones de confrontation interculturelle pouvant créer un obstacle à une intervention optimale dans le champ de l'orientation scolaire et professionnelle des immigrants. Il se fonde sur le constat suivant : dans le processus d'intégration des immigrants au travail, les pratiques professionnelles des intervenants de l'orientation scolaire et professionnelle face à leur client immigrant sont fondamentales. Au-delà de leur connaissance des différents obstacles de nature discriminatoire au plan racial, culturel et religieux qui attendent potentiellement les travailleurs immigrants sur le marché du travail, les intervenants de l'orientation doivent apprendre à gérer leurs interactions avec ces clients en tenant compte du fait que leurs valeurs et représentations du travail peuvent parfois entrer en confrontation avec les valeurs et représentations du travail véhiculées par ces mêmes clients. Grâce à une analyse des liens entre identité et pratique professionnelle, ce projet inventoriera les diverses dimensions de ces zones de confrontation afin de construire, ultimement, un répertoire d'incidents-critiques

Cardu, Hélène et Annick Lenoir, *Les compétences en gestion des conflits interculturels dans l'entreprise de travail : exploration et recension d'écrits.* **Plan de recherche du volet 1 2005-2007. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

Ce projet vise à investiguer les stratégies de communication de même que les interactions propres aux conflits interculturels dans différentes entreprises ou évoluent des équipes de travail culturellement hétérogènes. Il s'agira : (1) de répertorier différentes stratégies discursives permettant de résoudre ces conflits et d'explorer les outils utilisés par les gestionnaires d'entreprise; (2) de documenter les stratégies de gestion des conflits interculturels qui semblent avoir du succès et d'analyser les écarts entre représentations et pratiques chez ces gestionnaires; (3) d'outiller les gestionnaires d'entreprise afin qu'ils puissent développer des interventions spécifiques pour gérer les conflits interculturels dans l'entreprise.

Chicha, Marie-Thérèse. *La reconnaissance de l'expérience étrangère des immigrants par les entreprises québécoises : une étude exploratoire.* **Plan de recherche du volet 1 2005-2007. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

Ce projet consiste à étudier le rôle des entreprises à partir d'une revue des écrits et d'une enquête de terrain, comme acteur important dans la reconnaissance des qualifications

détenues par les immigrants, plus particulièrement la dimension "expérience étrangère". Ce rôle n'a pas encore fait l'objet d'étude systématique, qui identifie les obstacles à la reconnaissance de l'expérience étrangère ainsi que les moyens mis en œuvre dans certaines entreprises pour prendre en compte cette expérience. Compte tenu du phénomène important de déqualification mis en lumière par plusieurs études récentes (Statistique Canada, MICC), il est crucial de déterminer dans quelle mesure cette déqualification pourrait être évitée si des mesures étaient prises par les entreprises pour valoriser l'expérience étrangère. Notre recherche empirique s'appuiera sur des études de cas d'entreprises québécoises ayant effectué le transfert de l'expérience étrangère des immigrants. Elle permettra d'explorer et de cerner les diverses conditions propices à la réussite de ce type de transfert. Une retombée importante sera de fournir aux pouvoirs publics, à la demande des partenaires gouvernementaux d'Immigration et métropoles, des pistes d'intervention auprès des entreprises afin de les soutenir dans le processus de reconnaissance de l'expérience étrangère des immigrants.

Chicha, Marie-Thérèse. *Stratégie de gestion de la diversité et insertion des immigrants membre des minorités visibles dans les entreprises.* Plan de recherche du volet 1 2005-2007. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles.
En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)

La diversité dans les organisations constitue, selon plusieurs auteurs, une situation à double tranchant : d'une part elle peut être source d'insatisfaction, de conflits et de démotivation pour les individus et les gestionnaires; d'autre part, elle permet de dynamiser un milieu de travail et de le rendre plus créatif et plus souple. Ce qui distingue les entreprises qui se retrouvent dans l'une ou l'autre de ces deux situations, c'est le type de gestion de la diversité qu'elles adoptent. Ce projet a pour objectif d'examiner les stratégies de gestion de la diversité des entreprises québécoises afin de faire ressortir celles qui permettent de réduire les pratiques et comportements discriminatoires et d'intégrer le plus efficacement possible les membres des minorités visibles. Dans un deuxième temps, le projet vise à mettre en lumière des bénéfices économiques de la diversité pour les entreprises et le rôle moteur que ces bénéfices jouent dans la décision des employeurs d'intégrer ou non une main-d'œuvre diversifiée.

Chicha, Marie-Thérèse. s.d. *Les jeunes immigrants des minorités visibles et le marché du travail.* Plan de recherche du volet 1 1999-2002. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)

Ce projet vise à mieux identifier les obstacles de nature systémique auxquels sont confrontés les jeunes immigrants des minorités visibles. Il consiste en une enquête pilote menée auprès des jeunes concernés, complétée par des entrevues auprès des principaux acteurs impliqués : entreprises, syndicats et organismes contractuels. Cela devrait déboucher sur un cadre conceptuel affiné et, partant de là, sur une méthodologie appropriée susceptible de sous-tendre une enquête d'envergure sur la situation vécue sur le marché du travail par les jeunes immigrants des minorités visibles.

Chicha, Marie-Thérèse. s.d. *Les programmes d'accès à l'égalité : une analyse des déterminants de leur impact en milieu de travail.* Plan de recherche du volet 1. 1999-2002.

**Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration.
Montréal : Immigration et métropoles.
En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

Ce projet porte sur l'étude de l'impact des programmes d'accès à l'égalité dans des entreprises soumises à l'obligation contractuelle du Québec. Il se situe dans la foulée de la recherche entreprise lors du plan de recherche 1996-1998. Dans sa première phase, un sondage téléphonique a été réalisé auprès de 173 entreprises appartenant à certains secteurs économiques (haute technologie, traditionnel, services aux entreprises, etc.) afin d'y étudier les différentes dimensions de l'insertion des travailleurs des minorités visibles et ethniques. La seconde phase vise une analyse comparative des entreprises qui ont effectivement progressé en matière d'insertion des travailleurs issus des minorités visibles et de celles qui n'ont pu le faire. De façon plus spécifique, les dimensions actuellement examinées à travers une étude qualitative des entreprises sont les suivantes : le rôle de la formation à la diversité comme facteur de succès des PAE, les modèles de gestion de la diversité suivis dans les différentes entreprises sujettes à l'obligation contractuelle de PAE et enfin l'impact de la restructuration économique sur la mise en oeuvre des PAE.

Chicha, Marie-Thérèse. Analyse systémique de l'insertion des travailleuses immigrantes professionnelles dans les entreprises : obstacles et bonnes pratiques. Plan de recherche du volet 1 2003-2005. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles.
En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)

Le projet vise à examiner l'insertion des travailleuses immigrantes qualifiées en entreprise, à identifier les obstacles qui les confrontent et à dégager des pratiques exemplaires d'intervention. Il s'agit d'un sujet peu étudié auquel nous appliquerons une approche originale. En effet, nous considérons cette insertion comme un continuum allant de la préparation à l'emploi offerte par des associations telles que Option'Elle, à l'embauche et enfin au développement de carrière et à la promotion. À chacune des étapes de ce continuum des obstacles émanant de divers acteurs - entreprise, syndicat, État - peuvent intervenir et maintenir l'inégalité sur le marché du travail. L'objectif de cette recherche est d'identifier ces obstacles et d'évaluer les pratiques mises en œuvre pour les surmonter. L'importance de cette étude du point de vue des politiques est particulièrement pertinente dans un contexte de pénurie de main-d'œuvre qualifiée où il est nécessaire de tirer profit des qualifications déjà détenues par la main-d'œuvre immigrante.

Chicha, Marie-Thérèse. *Stratégies de gestion de la diversité et insertion des immigrants membres des minorités visibles dans les entreprises québécoises : examen de l'efficacité de différents modèles.* **Plan de recherche du volet 1 2003-2005. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles.
En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

La diversité dans les organisations constitue, selon plusieurs auteurs, une situation à double tranchant : d'une part elle peut être source d'insatisfaction, de conflits et de démotivation pour les individus et les gestionnaires; d'autre part, elle permet de dynamiser un milieu de travail et de le rendre plus créatif et plus souple. Ce qui distingue les entreprises qui se retrouvent dans

l'une ou l'autre de ces deux situations, c'est le type de gestion de la diversité qu'elles adoptent. Le projet a pour objectif d'examiner les stratégies de gestion de la diversité des entreprises québécoises afin de déterminer celles qui permettent de réduire les pratiques et comportements discriminatoires et d'intégrer le plus efficacement possible les membres d'une minorités visibles.

Fassifihri, Mohammed, Jacques Ledent **et Jean Renaud. 2004.** *Différences de sexe dans la situation en emploi d'une cohorte d'immigrants établie à Montréal (Acte du colloque "Genre et données longitudinales", 11èmes journées d'études sur les données longitudinales dans l'analyse du marché du travail, tenu le 27 et 28 mai 200).* **Paris: CÉREQ (Centre d'études et de recherches sur les qualifications), Université de Bourgogne. En ligne. http://www.cereq.fr**

Faisant suite à une série d'études ayant pour objet d'analyser l'intégration économique et sociale d'une cohorte d'immigrants récemment arrivés à Montréal (voir par exemple Renaud *et al.* 2001, Piché *et al.* 2002), cette communication vise à examiner l'influence que la variable sexe, utilisée jusqu'ici uniquement comme « variable de contrôle », exerce sur l'insertion de cette cohorte au marché du travail local.

1. Problématique, objectifs et données
L'intégration économique des immigrants passe par leur participation au marché du travail, puisque l'accès à un emploi rémunéré leur permet, en plus de recevoir un revenu, de prendre part et de contribuer à la vie sociale du pays d'accueil. Deux grandes approches sont au cœur des études traitant de cette question. La première qui se rattache à la théorie du capital humain voit la migration comme un investissement mettant en jeu une analyse de rentabilité impliquant à la fois des coûts et bénéfices. Elle met l'accent sur les caractéristiques individuelles des immigrants dans la mesure où celles-ci les prédisposent à obtenir et à conserver un emploi. Ainsi les principaux facteurs aidant les immigrants à s'intégrer au marché du travail incluent leur niveau d'instruction ainsi que leurs habiletés et compétences pré-migratoires, y compris leur connaissance de la (des) langue(s) du pays d'accueil. S'y ajoutent également, après leur établissement dans le pays d'accueil, divers facteurs comme leur(s) première(s) expérience(s) de travail ou encore leur capacité à améliorer leurs compétences en suivant des formations (Piché *et al.* 1998).

L'autre grande approche, liée à la théorie de la segmentation du travail et à celle des enclaves ethniques, soutient que la participation des immigrants au marché du travail dans le pays d'accueil est influencée par les opportunités d'emploi liées à la structure économique et donc à la nature du marché du travail. De plus, cette participation s'inscrit dans un climat économique global qui contribue à rendre plus aisées ou plus difficiles, selon le cas, l'obtention et la conservation d'un emploi (Fassi Fihri 2003).

Par ailleurs, l'intégration économique des immigrants se fait différemment pour les hommes et pour les femmes. Plusieurs études ont montré qu'à capital humain égal les immigrantes sont, sur le marché de travail, désavantagées par rapport aux immigrants. Ainsi les immigrantes ont-elles un taux de participation plus faible dans certains secteurs mais aussi un revenu moindre (Renaud & Carpentier 1993). C'est pourquoi, on se propose ici de différencier selon le sexe le cheminement en emploi d'une cohorte d'immigrants arrivés à

Montréal au tournant des années quatre-vingt-dix avant d'identifier et de comparer les déterminants des entrées et sorties d'emploi entre les sexes.

Les données utilisées sont celles de l'enquête longitudinale sur l'Établissement des Nouveaux Immigrants (ÉNI) effectuée entre 1989 et 1999 (Renaud *et al.* 2001). Cette enquête suit un échantillon d'une cohorte d'immigrants adultes arrivés au Canada en 1989 avec pour destination le Québec et qui vers la fin de leur première année de séjour résidaient dans la région métropolitaine de Montréal. Cette enquête a donné lieu à 4 vagues d'observations : la première effectuée auprès de 1000 immigrants une année après l'arrivée, la deuxième auprès de 729 d'entre eux au bout de la deuxième année, la troisième auprès de 508 immigrants parmi ceux-ci vers la fin de la troisième année et finalement la quatrième réalisée à la fin de la dixième année d'établissement auprès de 429 des immigrants originaux qu'il a alors été possible de retracer. À chaque vague, les répondants se sont vus administrer un questionnaire de type calendrier dans le but d'éclairer la diversité des trajectoires biographiques qu'ils ont suivies au regard de divers aspects de leur intégration (l'emploi, l'éducation et la formation pour ce qui nous concerne ici, mais aussi logement, la participation civique, etc.).

Girard, Magali et Jean Renaud. 2002. *La précarité de l'emploi chez les nouveaux immigrants : une relation non linéaire entre stabilité et qualité* **(2002) Mémoire de maîtrise. Département de sociologie. Université de Montréal**
En ligne : http://www.ceetum.umontreal.ca (consulté le 17 mars 2006)
Étudier la précarité dans une perspective relationnelle, c'est s'attarder à la fois à la stabilité et à la qualité des emplois. Au début de leur établissement, les immigrants font des concessions sur le plan de la qualité pour s'assurer une stabilité.

Pour vérifier cette hypothèse, des analyses de survie sont effectuées à partir des données de l'enquête longitudinale sur l'Établissement des nouveaux immigrants. L'influence du salaire hebdomadaire sur le risque de sortie de la première période continue en emploi est étudiée, en tenant compte de caractéristiques liées à l'emploi, à l'individu, et à l'enclave ethnique.

La relation entre stabilité et qualité est curvilinéaire. Occuper un emploi peu payant accélère le risque de sortie de la période en emploi ; les immigrants recherchent des emplois plus payants pour répondre à leurs obligations financières. Le risque diminue avec un salaire plus élevé, puis augmente avec un salaire très élevé. Ceci correspond à une mobilité, bien plus qu'à une situation de précarité.

Guyon, *Sylvie Les femmes immigrants au Québec: Une population défavorisée sur le marché de l`emploi.*. **http://www.camo-pi.qc.ca/images/Femmes_immigrantes (page consultée le 2 février 2006).**

Dans ce texte, certaines caractéristiques des femmes immigrantes (ex : taux de chômage plus élevé que chez les immigrants ou femmes nées au Canada) sur le marché de l`emploi sont abordées. En outre, une attention particulière est portée sur les causes pouvant expliquer les difficultés vécues par les femmes immigrantes sur le marché de l`emploi québécois.

Gravel, Sylvie, Laurence Boucheron et Michel Kane. 2003. *La santé et la sécurité au travail des travailleurs immigrants à Montréal : résultats d'une enquête exploratoire***. Pistes © 5 No. 1 (mai) 2003.**

L'insertion des nouveaux arrivants passe prioritairement par une insertion économique et par l'obtention d'un premier emploi. Cette recherche d'emploi se fait souvent dans l'urgence. Ainsi, le travailleur doit bien souvent occuper le premier emploi trouvé sans égard aux conditions et à la reconnaissance de ses diplômes. Lorsque la lésion survient, le travailleur, ignorant ses droits, n'ose pas porter plainte, pour diverses raisons et surtout par crainte de représailles de la part de son employeur dont celle d'être congédié. Ce qui peut expliquer les problèmes de sous-déclaration des lésions professionnelles chez les travailleurs immigrants. Prenant connaissance des préoccupations du milieu communautaire, la DSPMC a mené une enquête exploratoire (Gravel, Boucheron, Kane et Groslier, 2001) à ce sujet. Ce projet avait des objectifs ambitieux. Le principal objectif était de faire le bilan des données existantes au Québec qui permettent de documenter l'ampleur et la gravité des lésions d'origine professionnelle chez les immigrants. Un second objectif était de préciser si la gravité et l'ampleur étaient associées à des secteurs d'emploi spécifiques. Or, ces objectifs ne furent que partiellement atteints, les sources de données n'ayant pas d'informations aussi spécifiques sur le statut migratoire des travailleurs. Dans cet article sont présentés les résultats de cette enquête et les raisons expliquant les difficultés d'accès à des données spécifiques. Il y est également proposé des pistes pour remédier à cet état de fait.

Ledent, Jacques et Denis Gonthier. *Le cheminement sur le marché du travail des immigrants nouvellement arrivés au Québec: les deux premières années.* **Plan de recherche du volet 1 2005-2007. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles.**
En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)

Ce projet vise à examiner l'expérience vécue sur le marché du travail par une cohorte d'immigrants nouvellement arrivés au Québec au moyen d'une exploitation appropriée des données collectées dans le cadre de l'Enquête longitudinale auprès des immigrants au Canada (ELIC). De manière spécifique, il fait appel à l'analyse des biographies afin (1) de décrire l'évolution au fil du temps de la situation rencontrée sur le marché du travail par les nouveaux immigrants et (2) d'évaluer l'impact des facteurs favorisant ou défavorisant leur insertion au marché du travail. Une telle évaluation s'exerce à l'endroit des principaux obstacles à l'entrée en emploi : (a) la méconnaissance des langues officielles, (b) la non-reconnaissance des compétences acquises à l'étranger et (c) la discrimination de manière à susciter, le cas échéant, des pistes de solution au niveau des divers paliers du gouvernement.

Lenoir, Annick. *L'impact du chômage longue durée sur les stratégies d'insertion en emploi : Une comparaison entre groupes minoritaires noirs et maghrébins dans les régions de Montréal, Sherbrooke et Québec.* **Plan de recherche du volet 1 2005-2007. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles.**
En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)

Ce projet constitue une suite logique du projet pilote intitulé Les effets des mesures d'aide à l'emploi sur la clientèle immigrée d'origine maghrébine, subventionné précédemment par IM (2003-2005). Il appert que les stratégies d'insertion en emploi mises de l'avant par les prestataires des mesures d'insertion en emploi, de même que leurs attentes et les services demandés aux organismes locaux d'aide à l'insertion en emploi, diffèrent grandement entre Montréal et Sherbrooke. Celles-ci varient selon le sexe et l'âge des prestataires mais aussi et

surtout en fonction de la présence d'un réseau communautaire. Dans ce projet, à l'aide d'entrevues semi-directives, nous nous attarderons à cette problématique spécifique, tout en élargissant la recherche à la région de Québec et à un autre groupe dit 'visible'. Cela permettra de nuancer nos interprétations relativement aux obstacles vécus et perçus et de nous outiller pour une demande de subvention future auprès d'organismes subventionnaires.

Lenoir, Annick. *Trajectoire en emploi d'immigrants d'origine maghrébine en fonction du lieu de leurs études (Québec ou à l'étranger); une comparaison Montréal, Québec et Sherbrooke.* Plan de recherche du volet 1 2005-2007. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles.
En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)

Ce projet s'appuie sur les résultats obtenus dans le cadre du projet pilote ayant été subventionné précédemment par IM Les effets des programmes publics relatifs à l'insertion en emploi sur une clientèle immigrée. Ceux-ci montraient que les Maghrébins éprouvent de réelles difficultés à insérer le marché de l'emploi, tant à Montréal qu'à Sherbrooke, et ce, en dépit de leur employabilité potentielle (forte scolarité, connaissance du français à l'arrivée, population jeune, etc.). Ce projet poursuit donc, à la demande des collaborateurs-terrain, l'objectif de comparer, à partir d'entretiens en profondeur, la trajectoire en emploi de deux cohortes de jeunes d'origine maghrébine, la première ayant obtenu son diplôme universitaire au Québec, la deuxième l'ayant obtenu à l'étranger afin de mieux comprendre les obstacles (déqualification professionnelle, manque d'expérience canadienne ou discrimination à l'embauche) qui expliquent les difficultés que cette population rencontre sur le marché du travail.

Lenoir-Achdjian, Annick. *Les effets des programmes publics relatifs à l'insertion en emploi sur une clientèle immigrée.* Plan de recherche du volet 1 2003-2005. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles.
En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)

Face à la tension évidente entre l'affirmation de ces préceptes et la reproduction de situations de précarité sociale, les discours étatiques proposent une catégorisation de handicaps expliquant la vulnérabilité de certaines populations, que reprennent les programmes d'insertion en emploi. Or, les catégories créées pour expliquer l'exclusion ne tiennent pas compte de la discrimination des éventuels employeurs auxquelles sont confrontés les prestataires de l'aide sociale et de l'assurance-emploi. Parce que toute définition unidimensionnelle des raisons de la précarité ne peut que limiter l'efficacité des programmes d'insertion en emploi, il est nécessaire de prendre en compte les expériences et les situations concrètes des clients. Dans ce projet, nous proposons une comparaison entre la clientèle des villes de Montréal, Québec et Sherbrooke. Cette comparaison permettra de voir comment selon le contexte local, des catégorisations similaires des clientèles ciblées peuvent avoir des effets dissemblables, répondent aux besoins de cette clientèle et influencent leur image de soi.

Lemelin, André. *Présence des travailleurs immigrants par secteurs d'activité.* **Plan de recherche du volet 1 1999-2002. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

Ce projet vise en premier lieu à examiner la répartition des immigrants actifs par secteur et à contraster celle-ci, tirée de la BDIM, avec la répartition correspondante relative à l'ensemble des actifs, tirée du recensement. Ceci permettrait alors de déterminer s'il existe des secteurs d'activité qui sont plus ouverts aux immigrants ou encore vers lesquels les immigrants s'orientent plus volontiers. Cependant, la possibilité de réaliser un tel examen reste conditionnelle à l'hypothèse que l'information nécessaire sur le secteur d'activité des immigrants sera prochainement disponible dans la BDIM. Par ailleurs, Lemelin envisage de recourir à d'autres sources de données telles l'enquête sur la population active et la banque de données fiscales longitudinale de Revenu Canada de manière à poursuivre l'analyse au niveau des revenus d'emploi avec l'idée de mettre en évidence, secteur par secteur, l'existence de disparités éventuelles entre immigrants et non immigrants.

Mutoo, Lubuto-Valentin. *La discrimination à l'égard des minorités visible sur le marché du travail et son impact sur la rétention de ces populations dans la communauté urbaine de Québec (CUQ).* **Rapport de recherche présenté à la Ligue des droits et libertés- Section de Québec. 2001**

Cette enquête se penche sur le phénomène de discrimination sur le marché du travail dans le secteur privé à Québec. Elle part du postulat que cette discrimination est présente sur le marché du travail au Canada et au Québec et conséquemment, qu'on en retrouve également dans la Communauté Urbaine de Québec. L'étendue de la discrimination en matière d'emploi envers les immigrants à Québec, son impact et les solutions envisageables sont trois problématiques auxquelles l'enquête cherchera à répondre.

Paré, Sylvie. 2005. *L'entrepreneuriat des femmes immigrantes et la nouvelle économie (acte du colloque la compétitivité urbaine à l'ère de la nouvelle économie : enjeux et défis, tenu le 10 et 11 novembre 2005).* **Montréal : l'association d'économie politique (AÉP)**

Pendant les années 1990 et le début des années 2000, nous avons examiné les caractéristiques des femmes entrepreneures à partir des données de deux études sur l'entrepreneuriat ethnique à Montréal, donnant lieu à des interrogations quant à leur accès différentiel aux ressources. Les données ont montré qu'elles éprouvent des difficultés, comme tous les entrepreneurs, tant au démarrage que dans la gestion au quotidien : l'élaboration du projet d'entreprise, l'obtention du financement, le développement de la clientèle et celui d'un bon réseau de fournisseurs sont autant de défis auxquels tous doivent faire face. Or, dans le cas des femmes immigrantes membres de minorités visibles, le cumul des statuts défavorables tendrait à diminuer la qualité des conditions. À l'ère de la nouvelle économie, notre projet vise à mieux cerner la problématique des femmes immigrantes dans un contexte d'internationalisation de l'économie. Ce projet, qui répond à une demande des partenaires-terrain d'Immigration et métropoles, sera réalisé grâce à une enquête sur le terrain auprès de groupes témoins et de groupes ciblés, et d'entrevues en profondeur auprès de groupes féminins aux marqueurs identitaires divers

Renaud, Jean. *L'insertion professionnelle des jeunes issus de l'immigration.* **Plan de recherche du volet 1 2003-2005. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

Le projet vise à étudier les modalités d'accès au marché du travail des jeunes issus de l'immigration - plus particulièrement ceux que l'on désigne sous l'appellation de " 2e génération " - ainsi que leurs trajectoires d'emploi. Plus précisément, cette étude permettra de cerner jusqu'à quel point l'insertion professionnelle des jeunes issus de l'immigration est différente selon qu'ils appartiennent à un groupe ethnique ou un autre et à identifier certains des facteurs qui pourraient expliquer cette différentiation. Elle s'appuie sur les données longitudinales du fichier maître de l'Enquête sur la dynamique du travail et du revenu réalisée par Statistiques Canada depuis 1993 et permettra de dresser un portrait comparatif entre différentes provinces des modalités et des cheminements de cette population sur le marché du travail. Ce projet s'inscrit directement sous le thème prioritaire " Jeune " et sur les transitions vers le marché du travail et les trajectoires professionnelles.

Renaud, Jean et Victor Piché. *Discrimination ou ajustement en emploi? Étude de la dynamique d'adaptation sur 10 ans.* **Plan de recherche du volet 1 2003-2005. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

À partir des données de l'Enquête sur l'établissement des immigrants (ENI), les chercheurs ont récemment étudié l'évolution de l'effet des caractéristiques ethnoculturelles sur une période de 10 ans. Ils ont constaté que, au fil du temps, toutes choses égales par ailleurs, l'effet de ces caractéristiques sur le statut socio-économique et le revenu de l'emploi des immigrants diminuait de façon importante mais non complète. Il y aurait donc, en apparence, une disparition de la différenciation fondée sur ces traits. Toutefois, ce constat mérite d'être exploré plus avant et il faut se demander alors si cette diminution relève d'un processus de surinvestissement des immigrants et donc de maintien de la discrimination, ou si elle relève d'un processus d'ajustement mutuel entre l'immigrant et la société d'accueil. C'est dans l'optique de répondre à cette question que ce projet souhaite, à partir d'une analyse des trajectoires, étudier la dynamique qui serait à l'origine du changement constaté.

Renaud, Jean. *Analyse comparative de l'établissement en emploi des immigrants dans les grandes villes canadiennes.* **Plan de recherche du volet 1 2003-2005. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

L'étude se fait en s'appuyant sur les données de la première vague de l'Enquête longitudinale sur les immigrants (ELIC). Il s'agit d'appliquer le même genre d'analyse de l'établissement réalisé par le chercheur à partir des données de l'enquête ENI. Si cette dernière avait l'avantage d'être novatrice dans le champ d'étude des processus d'établissement des immigrants récemment arrivés puisqu'elle permettait de les suivre sur une période de 10 ans et de regarder l'évolution de leur établissement au fil du temps, elle ne portait que sur la région métropolitaine de Montréal. Dorénavant, avec la disponibilité d'une enquête pan-canadienne,

des analyses comparatives peuvent être réalisées et il s'agira dans le cadre de ce projet, de regarder les effets des compétences linguistiques à l'arrivée, de l'origine nationale et de la concentration ethnique de la région métropolitaine d'accueil sur l'établissement en emploi.

Renaud, Jean. *L'emploi des immigrants au sein de leur communauté ethnique.* **Plan de recherche du volet 1 2003-2005. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

On peut en effet se demander, dans le cadre d'une société comme le Canada qui se déclare officiellement comme étant multiculturelle et reconnaît la diversité culturelle tout en encourageant le développement d'un sentiment d'appartenance à la société par les immigrants, dans quelle mesure les immigrants conservent à la fois les repères associés à leur groupe ethnique d'une part, tout en s'intégrant à la société d'accueil d'autre part. Dans cette optique, une analyse des trajectoires des immigrants sur le marché du travail, abordée ici en terme d'entrées et de sorties d'emplois occupés au sein de la communauté ethnique de l'immigrant, permettrait de mieux comprendre le processus d'insertion économique des immigrants au sein de la société d'accueil et d'estimer quels sont les effets de variables indépendantes relatives aux caractéristiques interculturelles des répondants que de leurs qualifications professionnelles. Cette étude s'appuie sur les données longitudinales de l'enquête sur l'Établissement des nouveaux immigrants (ENI) qui suit sur 10 ans, une cohorte de 1000 immigrants en 1989 au Québec.

Renaud, Jean. *Travailleurs temporaires et immigration.* **Plan de recherche du volet 1 2003-2005. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

Les visas de travailleurs temporaires couvrent un large spectre d'emplois, allant du travailleur agricole à l'ingénieur en haute technologie. La mondialisation ainsi que l'émergence de grands ensembles continentaux (Communauté européenne, ALENA ou ZLEA) facilitent ce type de migration et on peut penser que ce phénomène ira en s'accroissant. Citoyenneté et Immigration Canada a mis au point une base de données fondée sur les individus demandeurs de visas temporaires permettant ainsi d'amorcer une analyse de leurs trajectoires. Dans le cadre du présent projet basé sur les données de CIC, il s'agira d'une part, d'explorer la durée de séjour des travailleurs temporaires et s'il y a transition éventuelle vers une immigration plus permanente et, d'autre part, le cas échéant, d'estimer quels sont les facteurs qui mènent les titulaires de visa de travail temporaire à devenir des immigrants permanents, l'hypothèse de départ étant que si les séjours sont prolongés ou s'il y a fréquemment transition vers une immigration plus permanente, alors il faudrait repenser la définition de l'intégration, de la discrimination et des politiques et des programmes instaurés.

Renaud, Jean et Gustave Goldmann . *Nouveaux immigrants dans les grandes villes canadiennes. L'accès au travail et la circulation sur le marché, quel rôle pour l'ethnicité?* **Plan de recherche du volet 1 2005-2007. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)**

La manière dont les immigrants s'adaptent lorsqu'ils arrivent au Canada dépend de nombreux facteurs sociaux, économiques et contextuels. Ce projet a pour but d'étudier l'insertion des immigrants dans la vie économique du pays tout en tenant compte de leur capital humain et social et du contexte dans lequel ils se trouvent en arrivant au Canada. Quels facteurs contribuent à l'établissement professionnel des immigrants. Quelles sont les barrières que ces derniers rencontrent pour obtenir un premier emploi dans leurs domaines professionnels et pour circuler par la suite sur le marché du travail? Y a-t-il un effet de discrimination par rapport à leurs origines ethniques à ce moment dans leurs vies? Voici quelques-unes des questions auxquelles vise à répondre ce projet à l'aide de données tirées de la base ELIC.

Zhu, Nong. *La segmentation du marché du travail et la mobilité professionnelle des immigrants*. Plan de recherche du volet 1 2005-2007. Volet 1. Aspects économiques, démographiques et linguistiques de l'immigration. Montréal : Immigration et métropoles. En ligne : http://im.metropolis.net/ (consulté le 16 mars 2006)

En utilisant des données d'enquêtes, on étudiera les impacts de la discrimination à l'emploi sur la mobilité professionnelle des immigrants. On analysera d'abord les déterminants de l'accès à l'emploi des immigrants et, en particulier, ceux de la transition du chômage à l'emploi de certains groupes fragiles. Ensuite, sera étudiée la mobilité professionnelle des immigrants afin d'identifier les différences en terme de barrières à l'entrée de certains secteurs entre les divers groupes d'immigrants. Enfin, on cherchera à cerner les forces de répulsion et d'attraction à l'emploi autonome des immigrants. Ces analyses reposent sur des théories économiques fondamentales et s'appuient sur des travaux empiriques utilisant l'estimation et la simulation économétriques.

II.3. FAMILY RELATIONS

Family is another arena within which gender differences and unequal gender relations determine how newcomers respond to the challenges associated with migration and settlement. Accordingly, many studies focus on different dimensions of family relations. In this chapter we try to explore some of these studies under the following sub-headings. The first three topics will be discussed in some length, and the second two topics more briefly:

- Dynamics of gender relations
- Domestic violence
- Prolonged family separation
- Youth
- Separation and divorce

II.3.1. Dynamics of Gender Relations

We start the chapter by asking:

How does migration to Canada affects gender roles and relations within family?

Many examples in different chapters of this paper demonstrate how women are generally at a more disadvantageous position relative to the male members of the family, for example in accessing health services, and having their education credential recognized. Such subordinate position can be a consequence of the pre-existing unequal gender relations within the family. At the same time, immigration to Canada could create or intensify unequal gender relations. One of the questions that we could consider would be:

How unequal gender relations may be changed to the advantage of women, or alternatively be maintained, as a result of migration in general, and of settlement interventions, in particular?

Some studies have shown that women from certain socio-cultural and ideological backgrounds are much more successful than their male counterparts in developing coping strategies, upgrading their skills, becoming the main contributors to the family's income and well-being and eventually in adopting to and integrating in Canada.

For example Freire (1995), in her paper based research and observation among Latin American refugee community in Toronto, identifies "gendered differentiated outcomes of Latin Americans living in exile". She observes that among this group, women come from a background where they were "almost always in positions subordinate to men": They were assigned traditional roles, such as child bearing, house keeping and looking after their husbands, while working in low-income low-status jobs. Freire observes:

"Once they are reunited with their husbands [in Canada, where the husband had first fled to], women appear to readily find meaningful tasks again. They are usually the ones who secure the basic survival of the family. While the domestic tasks are traditionally assigned to them, it is also fairly common for women to initially accept any menial work to provide the family with immediate income [...] This is

compounded by the fact that, most frequently, women do not qualify for government-sponsored English as Second Language (ESL) or other job-oriented training[3]. Since they are not considered by the Canadian policies as 'head of family', and as they frequently have lower levels of education than their partners, women support their partners as the men learn the new language, try to recover their working qualifications, and continue their political work to improve the condition of the native country."

Freire argues that over the years following resettlement, these women explore new ways for self-development, upgrade academically and achieve financial freedom. On the other hand,

"For men with good verbal skills, high levels of education, and positions of political leadership, life in the new country is devastating. Unable to provide financially for their families and feeling very inadequate in their parental and spousal roles, their sense of vulnerability is probably greater than that experienced by their wives."

According to Freire, in contrast to women, men resist seeking professional services, and tend not to develop their skills. "Men gradually feel extremely threatened by women who, over time, become more independent and acquire interests and goals beyond providing for their partners and children."

A *man talking about changes in his family*: "I don't understand why my wife gets so upset because I don't help around the house. It is true that we both work but men's work is always harder and heavier than women's work. She doesn't like it that I go out on weekends to play soccer and hang out with the guys. She wants me to take her and the children to the games. She never complained about any of these before we came to Canada. Now she doesn't even want to sleep with me if we have a disagreement. I really don't get it and I get very angry. Since she has been working she has been getting all kinds of weird ideas about her rights to go out or having affair if I do so. She forgets that what makes the difference is that I am a man and she is a woman." (Quoted in Freire, 1995:24)

Diaspora, Islam and Gender (DIG) is another research project studying changing gender relations among newcomers. It argues that women newcomers (in this case, women from Muslim countries) become more independent and possess a more dominant role within the family as a result of migration.

Funded by SSHRC and Ford foundation, the project Diaspora, Islam and Gender is a Major Collaborative Research Initiative undertaken over a three-year period (2001-2005) The project looks at the impacts of migration and displacement on gender and family relations among four different communities of Islamic culture[4]: Iranians, Afghans, Pakistanis, and Palestinians. Each community was studied in two different countries, one of which was Canada (for example, Iranian community was studied in Canada and England; the Afghan

---

[3] This point is no longer valid, as access to language training has been changed so that it is no longer dependant on whether the immigrant is destined to the labour market.
[4] Those who were born in Muslim countries and/or families, but are not necessarily practising Muslims.

community in Canada and Iran and so forth). The Canada segment of the project involved conducting about 1000 questionnaires and interviews among the four ethnic communities.

The project's hypothesis as well as its frequent reports can be very useful for the purpose of this paper. The following is a summary of the research hypothesis and findings:

> "A main hypothesis of this study, which is based on studies of various migrant communities, is that among migrants of Muslim origin, women are more likely than men to find migration a 'catalyst for change' in their search for identity. That is, once the reality of exile and the need to adjust to new conditions has been established, displacement may present itself as a positive experience for many women, particularly younger women who find the break from the extended family with its gender and age hierarchies to be helpful in their search for identity.
>
> [The project also tries to establish that] gender differences in coping with displacement are linked to the difficulty men often have in adjusting to a new society or to new conditions of life and finding satisfying jobs. Sometimes, every aspect of life seems to conspire against their authority and sense of self worth. Women become more confident as a result of changing gender roles while men continue to be troubled by these changes, idealize the "traditional family", lament the loss of age and gender hierarchy, and try to find religious justifications for gender inequality. Women on the other hand seem to become more aware and critical of sexist content of their culture and this may bring family relations to a crisis.
>
> [Finally, it is argued that] it is the chilling reception by the host country which encourages diasporic communities, particularly men, to cling to a folkloric "Islamic" identity, walling themselves off from the dominant culture, and refraining from interaction with the host community and from making a positive contribution to its betterment."

More questions to explore

The shift in gender relations is not always to advantage of women, as the above studies have suggested is the case for certain groups of refugees and immigrants. Nevertheless, the findings of these studies do point to the particular and less documented kind of challenges that certain groups of immigrant and refugee men face in their experience of settlement. Therefore, it is relevant to ask:

- What are some of integration challenges faced by immigrant and refugee men?
- Which groups of men are more likely to find themselves disempowered as a result of migration? And what risk factors are involved in such feelings?
- What kind of social services can best address the needs of these groups of men?

There is enough evidence to suggest that a settlement intervention can either contribute to the changes in gender relations (to the advantage or disadvantage of women and girls) or it can help maintain the status quo or make it worse. For example, the designation of the father of the family as the "head of household" for the purpose of the income support cheque may disadvantage the wife if she was used to controlling the whole or part of the family's income,

or maintain the status quo if the husband was used to controlling the income. On the other hand, a settlement intervention might help the wife gain a more equal share of what was an equal relationship if she is offered supports that help her exercise more power within the relationship.

At the time when Freire's study of Latin American community was conducted, women might had not been considered eligible for settlement services such as language training. Although that situation no longer holds, one should note that in some cases women are initially eligible for settlement services but by the time they can quite their low-paid jobs and seek settlement services – for example five years later, they would no longer be considered eligible for such services. Likewise, some women may need to be at home with children during the early years in Canada, and by the time they are ready and able to get out more, they are nor longer eligible for settlement services.

II.3.2. Domestic Violence

"Domestic Violence takes place between intimate partners (spouses, boyfriend/girlfriend) as well as between family members (for example, mothers-in-law and daughters-in-law). Domestic violence may include sexual, physical, and psychological abuse. … Other terms used to refer to domestic violence perpetrated by an intimate partner include 'spousal abuse' and 'wife battering.'" *(Source: the Women's Commission for Refugee Women and Children)*
"Partner violence is defined as controlling or abusive behaviour by a spouse or common law partner. It can take many forms, including physical or sexual violence, verbal, psychological, emotional, financial or spiritual abuse." (*Source: Smith, Ekuwa 2004*)

In the existing literature, policy designs and existing programs, "domestic violence" is understood to mean violence against women, despite the fact that according to its definition it can occur against male member of the family. In addition, as pointed out by many academics and researchers, such violence is neither a new phenomenon nor restricted to one particular society and culture. Moghissi and Goodman note that "It appears that men's violence against women in intimate relations is as old as relations of human intimacy themselves and indeed as old as recorded human history… Everywhere we find patriarchal values and legal traditions which sustain male aggression.. Everywhere as well a gendered hierarchy is inscribed within family and we find that women and men are assigned unequal rights and obligations." (1999: 297)

Therefore, domestic violence is not particular to ethnic communities in a host country. In fact, as observed by Smith (2004), in Canada, one woman in three is victimized in her own home. Nevertheless, the bulk of studies also suggest that many cultural, social and legal issues render women from ethnic communities particularly vulnerable to domestic violence.

In this section we may explore some the following questions:

-   Are the experiences of migration and displacement related to the incidents of domestic violence? How?

- What particular barriers to accessing legal education and justice system do refugee and immigrant women facing domestic violence encounter?
- What are some of the contributing factors to domestic violence among ethnic communities?
- What kind of support services and training programs are developed and available to assist survivors of domestic violence and those working with them? What services are lacking?
- What are the particular needs of specific groups within newcomers?

The existing research identifies a set of interconnected **barriers** faced by refugee and immigrant women in domestic violence situations. Of particular importance are **language barriers**, lack **of legal knowledge** and difficulty in **accessing legal system**.

A study funded by Status of Women Canada in 1998 (Miedema, B. and Wacholz, S.) focuses on the difficulties women have in **Accessing the Justice system.** This study is based on data generated from focus group interviews with 48 immigrant women (from diverse background) in New Brunswick. It discusses the barriers to the criminal justice system and justice-related services for abused immigrant women. The following is taken from the report on the findings of this study:

> "Most participants identified the interplay of cultural norms and structural oppression as very profound barriers to the justice system for abused immigrant women. All the women, no matter what their country of origin, described their social lives as deeply rooted in patriarchal structures. Structural constraints, such as language barriers, perceived racism in the criminal justice system and social service agencies, and a lack of adequate ethnocultural services and representation were also identified as disincentives to seeking help in cases of abuse.
>
> Participants cited dependency on the abuser for financial support and immigration sponsorship as another major barrier. As well, most of the women stated that a lack of knowledge of criminal and civil legal protection in cases of abuse served as a disincentive to contacting the justice system. They indicated they would not contact the police if they needed assistance and protection from a violent husband or partner, or would do so only in very extreme cases of physical violence." (Miedema, B. and S. Wacholz, 1998)
>
> Some of the recommendations included in this report are:
>
> Recommendations to Improve Access to the Criminal Justice System and Justice-Related Services for Abused Immigrant Women
>
> 1. Provide cultural sensitivity training to criminal justice personnel and those who work in justice-related services.
> 2. Explain immigration procedures regarding sponsorship and woman abuse to criminal justice personnel and those who work in justice-related services.
> 3. Employ more ethnic service providers in the criminal justice system and justice-related services.
> 4. Increase funding for legal aid.

Recommendations to Improve Awareness of Socio-Legal Issues Pertaining to
Woman Abuse and the Criminal Justice System

1. Provide more and ongoing information to immigrant men and women about legal
   rights and issues surrounding woman abuse before and during their entry into Canada
   and after they have arrived.
2. Increase collaboration between immigrant and refugee agencies and woman abuse
   projects and shelters.
3. Develop educational strategies which target personnel in places where immigrant and
   refugee communities regularly convene.
4. Conduct group discussions and workshops about woman abuse in immigrant and
   refugee communities and organizations on an ongoing basis.

A more recent study entitled "*Nowhere to Turn"* is funded and organized by Canadian
Council on Social Development (Smith, Ekuwa 2004) and it focuses on **gaps in services**.

"[The study] identifies a complex set of issues, attitudes, barriers and gaps in service
that make immigrant and visible minority women uniquely vulnerable when faced by
domestic violence (abused by their husbands or partners). This study is based on
focus groups with frontline workers from community organizations in seven cities
across the country (Vancouver, Calgary, Winnipeg, Toronto, Ottawa, Montreal and
Halifax), a two-day National Forum, key informant interviews, and a review of
relevant literature and available data.

This study emphasizes the importance of:

- providing information on Canadian laws, rights and services to immigrants in their
  own language and increasing the availability of professional interpretation services for
  police, courts, crisis centres and other services;
- ensuring that services for abused immigrant and visible minority women are sensitive
  to and respectful of diverse cultural practices, histories and life experiences;
- improving and coordinating access to crisis programs (e.g. shelters, counselling) and
  longer-term interventions (e.g. housing, training) tailored to the needs of this
  population;
- stabilizing funding for immigrant settlement and ethno-cultural service agencies, and
  encouraging more collaboration among mainstream and culturally specific service
  providers; and, engaging in education and equity strategies aimed at reducing
  discrimination, stereotyping and marginalization of immigrant and visible minority
  communities and preventing partner abuse."

A study by Jiwani (2001), entitled *Intersecting inequalities: immigrant women of colour,
violence and health*, focuses on the mental health of immigrant women and its relation to
violence. This study is discussed in more detail in the chapter on Health (see page 95).

It seems that the number of studies that address need assessment issues and/or barriers faced
by abused women exceed the ones that try to explore the **causes** or consequences of domestic
violence among these groups.

However, there are at least two studies by Moghissi and Goodman (1999) and Moghissi et al (DIG, 2001-2005) which focus, among other things, on the factors which cause or intensify domestic violence among refugee and immigrant groups. In doing so, these studies link two themes of this chapter: they argue that the <u>changing gender relations</u> in the new country among certain groups of refugees and immigrants can lead in time to heightened tension within family and to <u>domestic violence</u> with severely damaging effects, particularly for women and children.

It is note-worthy that these studies also provide good examples of a clearly **"gender approach"** to domestic violence because in examining the causes, they elaborate on the **women's and men's new gender roles** and **their changing relationships**, as opposed to focusing only on women's issues.

In their 1999 study in particular, Moghissi and Goodman focus on the theme of domestic violence and try to explore the impact of migration as a possible cause or consequence of the experience of violence in intimate relations. This study is based on a literature review, individual interviews and participatory research among several support groups for Persian-speaking abused women in Toronto over the period of one year.

The authors observe that studies of Iranian diaspora in Canada, as well as in the US and Europe, indicate that generally women cope with uprootedness better that men. It seems that in the new countries

> "[Iranian women] press for change by claiming rights enfranchised to them in the new state, [while] the men, backed by conservative forces within the community, try to blunt these demands by attempting to demonize female challengers." (Moghissi and Goodman, 1999)

The research concludes that this tension can lead to domestic violence. More accurately, gender dynamics are not the only determining factor for domestic violence but "life in exile can only bring to their conclusion pre-existing conflicts and tensions." (ibid)

The above-noted research looks at other influencing factors, such as the interaction between patriarchal values (brought from home as well existing in the new countries) and racism. It observes that the stereotypes of the community as being alien, possessing strange customs, help justify assault against women in the larger community. For example, there is a reluctance in part of police force to intervene in domestic violence situations among these groups, as the assault may be presented as "culturally appropriate".

A woman talking about her experience of domestic violence in Canada:
An Iranian woman describes her husband's abusive behaviour back home and her unsuccessful attempts in leaving her. Both now in Canada, she says: "The last time he beat me in from of my children; the police were called. He told them I had left home without my head-scarf, and he just pulled my hair to bring me into the apartment – he said this is a matter of his religious beliefs and honour, and told them that he is a state-sponsored student. The police seemed convinced by his argument and didn't even want to talk to the neighbours. The social worker from the women's support group arrived and

---

almost shouted at them, so they talked with the neighbours and arrested him." (Moghissi and Goodman, 1999:307)

It is important to note that pre-migration families may have been able to rely on networks of support e.g. family, neighbours, religious leaders etc that would have intervened in situations of conflict.

Violence-prevention community services

Settlement agencies, ethno-specific agencies and women centres across the country are often the first line of support for immigrant and refugee women. These agencies provide **referral, information/educational and counselling services** to the survivors of domestic violence, and can intervene to prevent such abuses. The following is a selected list of these organizations along with their publications on the topic, where applicable.

• *Education Wife Assault (EWA),* Toronto, (http://www.womanabuseprevention.com/). EWA provides information, holds training and information workshops, and publishes educational manuals on the topic of domestic violence as it relates to various groups, including disabled women, refugee and immigrant women, Lesbian and Gay people. EWA's publications include:

- A handbook for assaulted immigrant women. Written in Urdu. 1992

- Towards Equal Access, 1991. By Immigrant and Visible Minority Women Against Abuse. A handbook for service providers working with immigrant women survivors of wife assault.

- Challenging Myths and Claiming Power Together, 1994. A handbook to set up and assess support groups for and with immigrant and refugee women by Helene Moussa. Offers culturally appropriate models for support groups for immigrant and refugee women who have experienced violence, systemic racism and settlement issues.

- For Women to Think About - Vietnamese booklet for Assaulted Women, 1995. Fully illustrated, glossy-covered, plain language booklet written in Vietnamese. Discusses examples of abusive behaviour.

- Abuse is Wrong in Any Language, 1995. English, French. Directed at abused immigrant women. Includes a short glossary of legal terms.

 EWA's publications for women with disabilities:
 Anthology of Women's Writing, Art and Poetry: A Collection of Deaf Women's Stories:
 Tales of Survival (2000). 22-page collection of stories, poetry and artworks by Deaf and
 Hard of Hearing women about a wide range of experiences of oppression and violence.
Other violence-prevention community services and agencies include:

• Provincial Association of Transitional Houses in Saskatchewan (PATHS)
(www.hotpeachpages.org/paths/)
• Association Des Aides Familiales du Québec (AAFQ) (http://www.cam.org/~aafq/)
• RoseNet (www.rosenet-ca.org)

• Immigrant and visible minority women against abuse (www.ivmwaa.ottawa.on.ca)
• Project Blue Sky – serving South Asian women in Ontario
www.projectbulesky.ca/english/index.html
• Career Planning for Assaulted Women (CPAW) – Community MicroSkills Development
Centre, Etobicoke. www.microskills.ca/ (CPS/womenSupport.htm#WomenAssault)

II.3.3. Prolonged Family Separation

The psychological pain embedded in the prolonged family separations and the problems
associated with family reunification are probably very well known to all the settlement
practitioners[5]. As pointed out by the CCR in its introduction web-page to the family
reunification campaign:

> "Refugee and immigrant families are frequently separated for prolonged periods or
> indefinitely, due to policies and practices that block or delay reunification. The
> barriers include a narrow definition of family (excluding for example non-biological
> children), costly and time-consuming DNA testing, bars on sponsorship if the sponsor
> is receiving social assistance, a category of "excluded family members" and
> administrative delays. Refugees are among those hardest hit, as they are sometimes
> forced to wait years to be reunited with their spouses and children overseas, who can
> be in situations of danger and persecution."

A front-line worker: "Make the immigration and refugee determination process faster, and
try to keep families together. Refugee claimants should be allowed to bring their families to
Canada while their claim is being considered. Families are more productive when they are
together and safe. People who leave family members in unstable situations experience anxiety
attacks and depression." (Quoted in Wayland, 2006)

Obviously, separated families as a whole endure tremendous pressure while awaiting
reunification in Canada. However, for the purpose of this paper we would like to explore how
gender plays a role in the process of family separation and reunification. More specifically:

- What are the social and emotional effects of family separation for different
  members of the family?
- How can family separation impact the relationship between and among parents
  and children?
- How social services could assist to ease or prevent prolonged family separation
  for those most affected?

One area of research on the topic focuses on issues related to **mother-child** separation. The
following is an example of such research:

---

[5] . For more on the subject see the Canadian Council for Refugees web page at www.reunification.ca
and its report "More Than a Nightmare: Delays in Refugee Family Reunification" at
www.web.ca/ccr/nightmare.pdf

Transnational, Multi-local Motherhood: Experiences of Separation and Reunification Among Latin American Families in Canada, a 2005 paper published by CERIS, is based on interviews with 40 mothers from Latin America residing in Toronto area. This paper is important and enlightening because in addition to focusing on the issues faced by women, it explores the causes and concequences of family separation, and comes up with recommendations to policy maker. The following is a summary of this study taken directly from the report itself:

"Transnational, multi-local families are now increasingly common, and there are good reasons to believe they will continue to be a feature of Canadian society. In the face of multiple pressures to migrate, family separation is a viable strategy for many. Nevertheless, transnational strategies come at a tremendous human cost for couples, extended families, mothers, and children. As this report has shown, separations and delayed reunifications are highly disruptive and traumatic for the families involved. Transnational, multi-local families are left to face the challenges of migration without much social support and, sometimes, with migration policies working against them. We now summarize the data as structured by the study's main research questions:

What are the common configurations of transnational families as found in Canada?

We found different types of configurations. Most typically, the mothers are here alone or with one of their children, and one or more children are still living in the countries of origin. Typically, the children left behind were taken care of by their grandparents, who often became the main decision-makers on education, discipline, and health issues. These findings are consistent with a 2005 UN report which claims that grandmothers, older daughters, or other family members most often assume responsibility for caregiving and other household activities in the mothers' absence (United Nations 2005).

How are bonds and emotional connections maintained and what are the impacts on mothers and children before and after migration and reunification?

Typically, the mothers maintained frequent contact with the children and their caregivers via telephone, letters, travel, the Internet, and the sending of gifts and money. Despite the mothers' efforts to maintain close contact, separations had an enormous impact on both mothers and their children. The feelings of the mothers during separation ranged from anger and guilt to depression and hopelessness. In some cases, children suffered emotionally, became distant from their mothers, and angry or aggressive. When reunification occurred, especially after lengthy separations, estrangement often became a serious difficulty.

> **A mother talking about effects of family separation: "**My emotions were terrible (upsetting) for me. A lot of depression, crying, and sadness. I worked a lot. I worked a great deal because I would come home and cry alone, calling out for my son. I would see children in the street, and I didn't know how *he* was. I knew he was in good hands, but it was the fact that I couldn't see him. I knew he was growing. It started to weigh more on me as time passed. The only thing that helped was going to church. There, there were a lot of families in the same

situation, and we supported each other, and told each other to be patient."
(Quoted in CERIS 2005, paper # 40, Case 29).

What are the pressures on and changes in the role of mothers?

Mothers in transnational, multi-local situations faced many obstacles and, therefore, either bore extreme stress or, in a few cases, had to relinquish care-giving roles by sending their children back. Financial issues, unclear legal status or non-status, lack of access to childcare services, and language limitations made the exercise of their caregiving functions extremely difficult. Moreover, ideological representations of "good mothering" tended to place the entire responsibility for childcare on the mothers' shoulders, a situation which discouraged the women from considering external or institutional childcare, or other types of social support, as viable options.

What are the patterns of change of authority in transnational, multi-local families and what are their effects on children?

Decisions regarding the children either were taken by grandparents, uncles, or fathers remaining in the home countries or, in some cases, there was no proper uptake of parental authority. In the first case, the effect on the children was such that they no longer considered their mothers as authority figures. In the second case, the children attempted to parent themselves as best as they could with varying degrees of success. In many cases, the mothers felt pressured to relinquish their rights as primary caregivers. Moreover, they were reluctant to express their discomfort when areas of disagreement surfaced.

What do the mothers' experiences suggest about their awareness of services and ability (and willingness) to utilize them?

Our findings show that there was no consistent use of social services among our respondents. In some cases, accurate information was not available, or the mothers were clearly misled about some crucial issues. Working mothers in our sample seldom were recognized as being in need of social support, regardless of their legal status. However, mothers who had less-than-full legal status did not have access to social support or did not approach service providers for fear of being reported to the police. Service providers were usually not aware of the array of problems these women faced, nor of the shame and stigma that induced the mothers to keep themselves off the radar screens of social service agencies." (Bernhard, Judith; Patricia Landolt; and Luin Goldring, 2005)

Some studies show that the **availability of social services** can prevent family separation and all the psychological pain associated with it, as the following study shows. For example a study presented at the the10th International Metropolis conference, held in Toronto in Fall 2005, argues that the availability of free child care is a crucial factor in prevention of family separation. The following excerpts are taken from Sarah Wayland's website on this study.

The Chinese Newcomers Family Education and Advocacy Project, created at St. Stephen's Community House (2000- 2002).

> "The project started when the staff learned that Mandarin-speaking newcomers were having difficulties finding resources to raise their young children in Canada. Many sent their children back to China until they reached school age. They found that the single most important factor for parents sending their children back to China was the unavailability of affordable childcare in Toronto. Most did not qualify for subsidies because they had $10,000 in savings that was required for entry into Canada (changing Nov 2005 due to advocacy efforts). This project provided counselling and education to families with young children. It was difficult to find funding for this project, yet the need for services in this program far exceeded the expectations of the Community House. It also generated a lot of interest from other parts of Canada. Ultimately, the staff developed a facilitators' manual and video to disseminate their work. One outcome of the project is that today childcare is provided free of charge to persons taking English language classes at St. Stephen's."

Some of the negative effects of family separation are emotional stress endured by all members of the family and the security risk endured by those left at the native country. In addition, prolonged family separation can **directly impact the relationship between spouses and children in a negative way**. The CCR has documented several examples where the couples lose their trust in each other because of the delays that seems inexplicable to them.

> "Many refugees who have lived through prolonged family separation have seen doubts arise in the minds of their family members, who suspect that if their spouse or parent really wanted them to come, the process would have moved more quickly. Many refugees come from countries where bureaucracies can be made to move by using connections or paying bribes. Family members may suspect that their relative is not making the necessary effort. Or they have an image of Canada as a highly developed country whose government processes must be swift and efficient, and suppose that the delays must therefore be caused somehow by their relative." (CCR: *More Than a Nightmare*)

On effects of family separation: Marie is waiting in Canada for reunification with her husband. He has told her, "I know that you are using administrative delays as an excuse for deceiving me. Canada is an organized country that could not create such a situation. You have figured out how to exploit the fact that I'm not around. I am letting you know that I have taken up with another woman too." (Quoted in CCR: *More Than a Nightmare)*

The situation may be particularly difficult to understand for children, who try to make their own sense out of what their parents tell them. A child from the Democratic Republic of Congo waiting for his father to come to Canada told his classmates: 'You know, Papa left us with Mama. He won't be coming back. I've prayed a lot for him to come, but he won't. Now I have to look for another Papa.' (ibid)

We saw in the preceeding pages that the issue of mother-child relation has received some research attention in the category of family separation studies. A less researched area is

father-child relations. It is important to bear in mind that often in the case of refugees it is the father who arrives in Canada first, separated from mother and children left behind.

Besides the topics discussed above in some details, there are other dimensions of family relations that have already been studied and are certainly worth further analysis, including "separation and divorce" and "youth issues". They will be addressed here briefly.

II.3.4. Separation and Divorce
- What are particular needs of newcomer families who are facing separation and divorce? (do the current family intervention programs address the needs of ethnic communities and new arrivals?)
- What are the needs of children after parental divorce?
- What are the barriers that prevent refugee and immigrant women and men from seeking and accessing services?

We already discussed how migration to Canada might affect gender relations among some couples. On the other hand, we discussed how women facing spousal conflicts seem to have additional problems accessing the justice system and legal advice. The combination of these two factors might become particularly stressful and disabling for families who are seeking divorce.

The Family Service Association of Toronto (2002) has published a needs-assessment manual (in English and Persian), which examines some of the issues faced by the Iranian families in the process of separation or divorce. The study which is the result of a collaboration between Families in Transition (FIT) and Community Action Union (CAU) of Family Service Association of Toronto, comes up with a set of recommendations addressed to service delivery agencies working with Iranian communities, in particular, and with other ethnic communities, in general. Some of these recommendations are paraphrased and listed below:

Recommendations for program and practice:
- locate at least some services within each community
- some services should be bilingual
- services incorporate culturally-sensitive values
- develop programs to encourage fathers involvement in their children's lives after divorce
- services include educational programming, counselling and support groups

Recommendation for Policy:
- government should translate and distribute key elements of family law into a variety of languages. This should be accompanied by an outreach strategy to make communities aware of such resources.

II.3.4. Youth issues in family
- How may the experiences, needs and barriers faced by newcomer adolescents and second-generation youth of different communities be different from those of their parents?
- How may the experiences of boys and girls in newcomer families be different from each other?

We already know that younger members of family have unique experiences of adjustment and integration. For example Mann-Feder, Varda and Shahrzad Mojab, (1994) examine the role of ethnicity in aggravating parent-adolescent conflict in one particular community in Montreal and compare it with to what has been documented for Canadian families in general.

They observe that some studies suggest that adolescents from ethnic minority communities are over-represented in placement and correctional settings in Canada (Christensen, 1990 – cited in Mann-Feder et al. 1994).   They argue that intergenerational conflicts are more strongly felt by these communities as the youth seem to be caught between their parents' expectations to retain their ethnic identities and their own desire to adopt features of the dominant culture.

Finally, the issues and needs of, and services available to, the **older generation** in immigrant and refugee families should be closely explored.

Sources:
Bernhard, Judith; Patricia Landolt; and Luin Goldring**.** "*Transnational, Multi-local Motherhood: Experiences of Separation and Reunification Among Latin American Families in Canada*". Centre of Excellence for Research on Immigration and Settlement (CERIS) Working Paper Series, No. 40. July 2005

Diaspora, Islam and Gender (DIG). A SSHRC and Ford foundation funded project. Co-directed by H. Moghissi, Moghissi, H; S. Rahnema, and M.J. Goodman. (2001-2005). www.atkinson.yorku.ca/~diaspora

The Family Service Association of Toronto, "Transitions: Meeting the needs of Iranian Families Facing Separation and Divorce", by Laurie Stein and Shokofeh Dilmaghani. March 2002.

Freire, Marlinda. "The Latin American Exile Experience from a Gender Perspective: A Psychodynamic Assessment". Refuge, 14 (8), January 1995. pp. 20-25.

Mann-Feder, Varda and S. Mojab. *Ethnicity, Youth and Family Relations: A study of Intergenerational Conflict*, Canada's Children, 1994.

Miedema, B. and Wacholz, S. 1998. *A Complex Web: Access to Justice for Abused Immigrant Women in New Brunswick*. (Ottawa: Status of Women Canada). [www.swc-cfc.gc.ca, "Publication"]

Moghissi, H. and M.J. Goodman. "Culture of violence and diaspora: Dislocation and gendered conflict in Iranian-Canadian communities," *Humanity and Society*, November, 1999. 23(4): 227-318.

Moghissi, Haideh, ed. **Muslim Diaspora: Gender, Culture and Identity.** New York: Routledge, 2006.

Reproductive Health Response in Conflict Consortium (RHRC) c/o the Women's Commission for Refugee Women and Children and the International Rescue Committee Gender-based Violence Tools Manual For Assessment & Program Design, Monitoring & Evaluation in conflict-affected settings http://www.womenscommission.org/ (reports)

Smith, Ekuwa 2004. *Nowhere to Turn? Responding to Partner Violence against Immigrant and Visible Minority Women*. (Ottawa: Canadian Council on Social Development). Funded by the Department of Justice Canada under the Sectoral Involvement in Departmental Policy Development program. http://www.ccsd.ca/pubs/2004/nowhere/
Wayland, Sarah. Policy and Legal Barriers to Settlement: A joint initiative of the Community Foundations of Canada and the Law Commission of Canada. 2006. www.waylandconsulting.com.

Further Readings:
(On ethno-specific studies of family relations)
Dhruvarajan, V. 1996. Hindu Indu-Canadian families. In Voices: Essays on Canadian families, ed. M. Lynn, 301–28. Toronto: Nelson Canada.

Man, G. 1996. The experience of middle-class women in recent Hong Kong Chinese immigrant families in Canada. In *Voices: Essays on Canadian Families*, ed. E. Lynn, 271–300. Toronto: Nelson Canada.

Lawson, V. A. Hierarchical households and gendered migration in Latin America: Feminist extensions to migration research. *Progress in Human Geography* 22:39. 1998.

Maykovich, M. K. 1980. Acculturation versus familism in three generations of Japanese-Canadians. In *Canadian Families: Ethnic Variations*, ed. K. Ishwaran, 65–83. Toronto: McGraw-Hill Ryerson.

Pizanias, C. 1996. Greek families in Canada: Fragile truths, fragmented stories. In *Voices: Essays on Canadian Families*, ed. E. Lynn, 329–60. Toronto: Nelson Canada.

(on family dynamics)
Castaneda, A. *Language and other lethal weapons: Cultural politics and the rites of children as translators of culture.* In *Mapping multi-culturalism* ed. A. Gordon and C. Newfield, 201–14. Minneapolis: University of Minnesota Press. 1996.

Das Gupta, T. *Families of native peoples, immigrants, and people of colour*. In *Canadian families: Diversity, conflict and change*, ed. N. Mandell and A. Duffy, 141–74. Toronto: Harcourt Brace & Company. 1995

Eichler, M. Family shifts: Families, policies and gender equality. Toronto: Oxford University Press. 1997

Ishwaran, K., ed.. *Canadian families: Ethnic variations*. Toronto: McGraw-Hill Ryerson. 1980.

Kibria, N. 1. *The concept of "bicultural families" and its implication for research on immigrant and ethnic families*. In *Immigration and the family*, ed. A. Booth et al., 205–10. Mahwah, N.J.: Lawrence Erlbaum Assocs. 1997.

Satzewich, V. *Migrant and immigrant families in Canada: State coercion and legal control in the formation of ethnic families*. *Journal of Comparative Family Studies* 24:315–38. 1993.

Vanderbijl, A.E. The 'Immigrant Family.' Paper presented at the Western Association of Sociology and Anthropology Meetings, Vancouver, B.C. 15–16 May 1998.

(On contributing factors to family violence)
Côté, Andrée, Michèle Kérisit & Marie-Louise Côté (Table féministe francophone de concertation provinciale de l'Ontario) (2001) Sponsorship: For Better or for Worse: The Impact of Sponsorship on the Equality Rights of Immigrant Women. Ottawa: Status of Women Canada. 2001. http://www.swc-cfc.gc.ca (publish/research)

McDonald, Susan (1999) 'Not in the Numbers: Immigrant Women and Domestic Violence,' Canadian Woman Studies, Vol.19:3, 163-167.

(on violence prevention - handbooks and training manuals)
BC Institute Against Family Violence 2001. *Assisting immigrant and refugee women abused by their sponsors (a guide for service providers)*. (Vancouver: BC Institute Against Family Violence).

The Double Life Dilemma: Young South Asian women in violent relationships
www.metrac.org/programs/safe/asian.htm

Immigrant women and domestic violence fact sheet – produced by Community Legal Education Ontario (CLEO) www.cleo.on.ca/english/pub/ onpub/PDF/june01/immwomen.pdf

Rafiqu, F. (ed.) 1991. *Towards Equal Access. A handbook for service providers working with survivors of wife assault*. (Ottawa: Immigrant and Visible Minority Women Against Abuse).

Rajan Eastcott, D. 1995. *Violence and Legal Issues Manual*. (Toronto: Prepared for the DisAbled Women's Network Toronto).

(on youth)

Lee, Jo-Anne and Eugenie Lam. *Racialized Minority and First Nations Girls and Young Women in Victoria, BC. Are They Being Served?* Victoria, BC: Department of Women's Studies and Anti-Dote, 2004. 35 pgs.

Lee, Jo-Anne and Eugenie Lam. *Racialized Minority and First Nations Girls and Young Women in Victoria, BC. Are They Being Served?* Report Card on Women and Children in BC. Vancouver, BC: University of British Columbia, Centre for Research in Women and Gender Studies. 3.5 (May 15, 2004). 1-4.

See also the Anti-dote web site: www.anti-dote.org

Les études en français
Côté, Andrée, Michèle Kérisit et Marie-Louise Côté. 2001. *Qui prends pays…L'impact du parrainage sur les droits à l'égalité des femmes immigrantes.* **Table féministe francophone de concertation provinciale de l'Ontario**

Cette étude cherche, dans un premier temps, à examiner l'impact du parrainage sur les conditions de vie des femmes immigrantes francophones vivant en Ontario. Pour ce faire, des entrevues approfondies ont été menées avec 16 femmes vivant à Ottawa, à Toronto, à Hamilton et à Sudbury. Le témoignage des femmes rencontrées révèle sans équivoque que le parrainage, lorsqu'il a lieu entre conjoints, est susceptible de créer ou de renforcer une dynamique de dépendance et de vulnérabilité des femmes à l'égard des hommes, renforçant ainsi les rapports traditionnels de contrôle et de subordination sexuelle au sein du mariage. Ce ne sont sans doute pas toutes les femmes parrainées qui sont négativement affectées par le rapport juridique instauré entre conjoints par cette procédure, mais le parrainage semble être souvent source de conflit, de tension, de chantage et parfois d'abus.

La recherche a révélé que le régime du parrainage a un effet discriminatoire à l'égard des femmes immigrantes qui sont parrainées par leur mari en ce qu'il exacerbe leur inégalité au sein du mariage, qu'il porte atteinte à leur dignité et à leur autonomie, qu'il aggrave un désavantage socio-économique existant et qu'il brime leurs droits humains les plus fondamentaux.

La question de la réforme des politiques fédérales et provinciales se pose donc avec acuité : comment réformer les politiques en vigueur afin de favoriser l'objectif important de la réunification des familles, tout en assurant le respect et la promotion des droits constitutionnels à l'égalité et des autres droits humains des femmes immigrantes garantis dans la *Charte canadienne des droits et libertés*. Cette question est présentée dans la quatrième partie du présent rapport, qui aborde d'abord les réformes effectuées dans d'autres juridictions, afin de trouver des pistes de réforme intéressantes.

Les auteures espèrent que ce rapport de recherche sera utile en vue d'assurer une réforme égalitaire du droit de l'immigration. Ce document constitue leur contribution à cette démarche, mais il n'est en aucun cas un exposé définitif de la question.

Statut précaire d'immigration, dépendance et vulnérabilité des femmes à la violence : les impacts sur leur santé. Actes du séminaire. Le Centre des études appliquées sur la famille Dépôt légal – Bibliothèque nationale du Québec –2002 Bibliothèque nationale du Canada. (Ce recueil est en vente (au coût de 12,00 $) au Centre d'études appliquées sur la famille de l'Université McGill. On peut en obtenir copie en téléphonant au 514-398-8810).

Préface:
C'est avec un immense plaisir que nous vous présentons ce recueil de textes qui est le fruit d'une journée de rencontre en séminaire, le 21 mars 2002. En effet, ce séminaire visait essentiellement la mise à jour de la problématique des femmes dont le statut précaire d'immigration exacerbe la dépendance, les rend vulnérables et affecte leur santé ; il visait aussi la mise au point de solutions et, en même temps, le *réseautage* et la formation de partenariats entre intervenants, décideurs et chercheurs. Il a été un tel succès et les exposés étaient si riches que nous avons vu, dans la

publication de ces textes, un moyen supplémentaire d'atteindre les objectifs que nous nous étions fixés.

Les *Actes* du séminaire sur *Statut précaire d'immigration, dépendance et vulnérabilité des femmes à la violence : les impacts sur leur santé* constitueront donc pour nous un instrument de diffusion des connaissances qui nous aidera, dans le suivi du dossier que nous faisons actuellement, à sensibiliser le plus grand nombre possible de personnes, qu'elles soient décideures ou intervenantes, au service des gouvernements ou d'un organisme communautaire, à trouver des solutions originales à ce problème presque négligé, vaste et complexe, dont la multiplicité des facettes contraint à des interventions intersectorielles et interdisciplinaires et à des coordinations qui vont requérir une grande créativité et un esprit participatif.

Nous invitons donc les lecteurs et lectrices à faire une lecture active et à se questioner sur la manière dont ils et elles pourraient réfléchir et agir pour apporter des solutions durables à la situation des femmes dont la précarité du statut d'immigration exacerbe la dépendance et la vulnérabilité, qu'elles soient des femmes réfugiées, des femmes parrainées par leur conjoint, des promises par correspondance, des aides familiales à statut temporaire ou des femmes victimes de la traite à l'échelle mondiale.

Moreau, S., Rousseau, C., & Mekki-Berrada, A. (1999). Politiques d'immigration et santé mentale : profil et impact des séparations familiales, Nouvelles Pratiques sociales, 11(2) : 177-196.

Rousseau, C., Moreau, S., Drapeau, A., Marotte, C. (Janvier 1997). Politique d'immigration et santé mentale: Impact des séparations familiales prolongées sur la santé mentale des réfugiés. Rapport présenté au Conseil Québécois de la Recherche Sociale.

II.4. HEALTH

> **"Health** is a dynamic process of physical, mental, emotional, social and spiritual well-being. Health is not possible without peace, shelter, education, food, income, a healthy and sustainable physical environment, social justice and equity. Health is a resource for everyday life, not the object of living." (*Saskatchewan Provincial Health Council – 1994 and Ontario Ministry of Health – 1993*)

The existing research and surveys suggest that many immigrants of minority ethnic background – both men and women – face barriers in accessing health care, and managing health issues due to lack of cultural responsiveness, communication difficulties and systemic racism built into institutional practices. (SWIWMPCC, 2002). The existing research also indicates that women face additional barriers both in accessing health care system and in their experiences of managing health and illness in Canada.

Therefore, it is particularly relevant to ask:

- How does migration to Canada affect health by gender? Specifically:
- How are the experiences of displacement and settlement related to health experience?
- How do changes in family structure and gender roles affect physical and mental health of immigrants?
- What are the health issues and needs of specific gender, age, and socio-economic groups?
- What health information is used in problem solving and how is this acquired?
- What supports are developed or lacking as new stresses around work, home and school are experienced?

Community-based and academic research in the area of newcomers and health include focus on at least one of the following aspects: **health meanings/awareness; health management; health promotion; accessing healthcare system; and analysis of health policies**. Within each of these categories attention might be given to specific health issues (such as perceptions of breast cancer, promotion of mental health, etc.), or to specific categories of population (such as female youth, women with disabilities, etc.).

For the purpose of this report, we will first discuss in some detail the framework and findings of three studies that address some of the above-raised questions. Then, we will briefly outline other categories of study within health arena. Finally, other potential areas of research in health will be identified.

• Immigrant Women's Health Promotion Project (IWHPP). Undertaken by the Working Women Community Centre (WWCC) in Toronto, represented a three-year collaborative effort between the WWCC, community partners and health centres, hospitals and health networks, Toronto public health, and volunteers. Focusing on health promotion, the study's objective was to emphasize and create awareness of barriers confronting immigrant, refugee,

and racialized women in **accessing institutionalized health care**. The following description of this study is provided in Sherkin (2004):

> "Immigrant women from all backgrounds, religious affiliations and sexual orientations participated in this project; they included women from Chinese, South Asian, Caribbean, African, Portuguese, Spanish-, Arabic-, and Farsi-speaking communities. Throughout its duration, the IWHPP provided assistance in areas such as 'train-the-trainer' for agencies and union members who either sought to build organizational capacity or increase their respective abilities to respond more effectively to the health needs of immigrant women. Additional activities included conducting an environmental scan, developing breast- and cervical-, as well as other health-related, workshops for women in Toronto, particularly for under-serviced Portuguese-speaking women in the downtown west area of Toronto, conducting focus groups with women and interviews with hospital staff members, disseminating health promotion materials in immigrant communities, and initiating an anti-violence campaign to promote education and prevention of violence against women. A series of key outcomes and recommendations resulted, including the call to recognize immigrant women's health as a universal, rather than an individual, issue, one in need of women-specific strategies."

• *Intersecting inequalities: immigrant women of colour, violence and health care* (Jiwani, Y. 2001) is a research project which was conducted in the same year in B.C., focusing on the **mental health of immigrant women and its relation to violence**. This report is based on a research project among 27 immigrant women of colour and Aboriginal women who have experienced intimate violence and it focuses on their access to, and encounters with, the health care system. The report identifies key factors that contribute to immigrant women's vulnerability to violence and lack of access to health care to be **language barriers** and issues concerning **disclosure of violence**. The author observes that:

> "Language barriers often force women to turn to physicians who share the same cultural and racial background, and who are often chosen by their spouses. In the cases where English/French language physicians are consulted, abusive spouses and children often act as interpreters for women. In both scenarios, women are discouraged from disclosing abusive relationships. At the same time, because racialized women live in a society where they are constantly marginalized and excluded, they are forced to turn to their families and communities for support. Within such a context, disclosure becomes difficult for fear that it might result in ostracization and exclusion from the community."

Jiwani also examines the response of health care professionals to women who have experienced violence. The results indicate that for the most part, physician response to women who have been abused is inadequate and influenced by stereotypes about violence within these groups. However, the quality of physician response was considerably better in those sites where screening protocols for domestic violence were in place.

Recommendations arising from Jiwani's research emphasize the need for health care providers to be more educated and aware of the health impacts of violence. Further,

recommendations outline the need for accredited interpretation services that can be used by physicians to better serve the needs of immigrant women of colour. Other recommendations focus on the need to reduce risk factors such as isolation through active outreach strategies and the deployment of public health or community nurses. Finally, recommendations concerning the production and distribution of information about the health impacts of violence focus on the dissemination of this information in multilingual formats within schools, places of worship, community centres, specialized grocery stores, immunization clinics, as well as in spaces that are commonly frequented by women. Community and mainstream media were identified as some of the most effective ways of distributing information pertaining to violence and health.

• *Mental Health Promotion among Newcomer **Female Youth***: *Post-Migration Experiences and Self-Esteem (*Khanlou, N. et al. 2002 and 2005). A 2002 report by Khanlou prepared for Status of Women Canada describes the findings of a study that examined mental health promotion issues of newcomer female youth attending secondary school:

> "Particular attention was paid to influences promoting or challenging the youths' self-esteem. The study was conducted in Toronto, Ontario and was influenced by a participatory action research framework. Data were gathered through focus groups with female youth and with school educators, and in interviews with parents, and school and community health centre workers. The emerging picture of the youth participants was of a dynamic self which drew from a rich source of experiences, knowledge and sensitivity to context. The youth identified multiple sources of influence on how they felt about themselves. Relationships with parents and friends played an important supportive role. One major concern of the youth was their belief that they were not proficient in English.

> In this study four categories of "system issues" were identified which created settlement barriers for youth and their parents in Canadian society: education system, health and social services systems, and resettlement services and those that apply across systems. The recommendations for mental health promotion policies and strategies for newcomer female youth are grouped under these systems: For example, under *Education System,* Recommendation 1 is**:** Support and improve English as a second language (ESL) programs throughout the education system. Expand ESL programs in schools that have a high proportion of newcomer youth. Under *Resettlement Services,* Recommendation 10 is**:** Provide comprehensive resettlement services to the entire family unit of newcomer female youth. And so forth… It is suggested that the explication of values underlying policies and initiatives be a necessary component of mental health promotion strategies directed at newcomer female youth."

Khanlou's most recent study of the same topic (2005), comes up with the following key findings:

- Gender plays an important role in the settlement in settlement experiences of newcomer immigrant youth.

- Language barriers significantly influenced different aspects of youths' lives (e.g. school outcomes, peer relationships).
- Discriminatory attitudes and family settlement barriers can impact youths' mental health.
- Despite challenges, youth had a positive outlook on their future and high motivation for educational and career success.
- 15 policy recommendations were made addressing: education system, health and social services systems, resettlement services, and across-systems.
- Policy recommendations:
  o Educate health and social services professionals working with newcomer female youth in cultural sensitivity.
  o Across the health system, provide appropriate MHP [Mental Health Promotion] initiatives for newcomer female youth. Focus on strengths of newcomer female youth as well as their challenges.
  o Foster youth participation in decision-making fora related to health and social services planning.

Before outlining other categories of study in health arena, we will highlight a variety of health promoting studies conducted by the Toronto-based Women's Health in Women's Hands Community Health Centre (WHIWH) during the past few years.

As pointed out by Sherkin in her literature review (2004), WHIWH is a centre at the forefront of researching health issues, enjoying the collaboration of a team of health professionals working from an inclusive, feminist, anti-racist, and anti-oppression framework.

From 2001 to 2004, WHIWH has undertaken at least five major participatory-action research (PAR) projects on health promotion and health awareness among immigrant and refugee women from the Caribbean, Africa, South Asia and Spanish-speaking communities in Toronto. The focus of these projects includes **breast health awareness** (2003), disclosure barriers to **HIV and AIDS issues** (2004, 2002); and racial discrimination and its relevance to **mental health of young women** (2003). For a complete list of these projects and the funding organizations involved in each, please refer to the reference list at the end of this section).

The following are some other areas of research being conducted in the area of health.

• **Need assessment** and **analyses of lifestyle changes** in newcomer women (AAMCHC. 2002. *Advancing Knowledge, Informing Directions: An Assessment of Immigrant and Refugee Needs in Toronto*) (Lai, K. 2003. *Lifestyle changes in newcomer women.*)

• **HIV/AIDS – improving access to legal services and health care** for persons who are immigrants, refugees or without status (The Committee for Accessible AIDS Treatment (CAAT) 2001)

• **Homelessness and substances use** (Kappel, R. 2002. *Common Occurrence. The Impact of Homelessness on Women's Health;* Gentium Consulting and the Canadian Ethnocultural

Council 1996. *Immigrant Women and Substance Use)* as they relate to physical and mental health of newcomer women

• **Mothering, fertility and reproductive health**: (Battaglini, A. et al. 2000. *Les mères immigrantes)* Bélanger, A. et al. 2003. *The Fertility of Immigrant Women;* (Gastaldo et al..1999. *Femmes immigrantes, santé sexuelle et reproductive, et religion)*

• Ethno-racial women (and young women) **with disabilities** (Ray, K. 1996. *We are Visible – Ethno-racial women with disabilities speak out about health care issues. Young Women with Disabilities.* Khan, U. 2003. *The Health Care Needs of Young Women with Disabilities from Ethnoracial Communities).*

• **Policy Analysis** (Jiwani, 2000. *Changing Institutional Agendas in Health Care.* Plenary presentation at Removing Barriers: Inclusion, Diversity and Social Justice in Health Care. She argues the health care system as it is in Canada is deeply gendered, raced, and classed. MacKinnon, et al. 2000. *Affirming Immigrant Women's Health: Building Inclusive Health Policy)*

Summary
As the above examples indicate, community-based research on newcomers, specifically women, in the area of health is growing, covering more and more areas of inquiry. Furthermore, research on immigrant women and health is an area where there is a great and growing collaboration between community organizations, public hospitals, and provincial networks (Sherkin, 2004). Regarding methods of data collection, it should be noted that most of the research conducted in this field benefits from qualitative methods, such as in-depth interviews, and focus groups where newcomers as well as settlement workers and health practitioners contribute to the findings of the research project.

Quite evidently women newcomers, rather than men newcomers are the subject of these studies, partly because it is believed that the former group faces additional challenges and barriers. Some causes for women's additional challenges in accessing and managing health issues include:

- As the main caregivers in families, women tend to look after family members' health before their own (SWIWMPCC, 2002).
- The experience of isolation and feelings of depression associated with immigration and dislocation seems to be more associated with women than men (Jiwani, 2001)[6].

- Women newcomers are at a greater risk of abuse within the family and therefore a greater exposure to mental health problems due to their dependent status on their spouses, as underscored by immigration legislation (Jiwani, 2001) and the continued

---

[6] As noted in the chapter on "family relations", some researchers have argued that women usually cope better with migration. The fact that Jiwani makes a point contrary to the previous observation indicates that "immigrant women" is not a homogenous category with exactly the same experiences. The ability of individuals to cope with dislocation may vary depending on that person's ethnic background, financial resources, length of time in Canada and countless other factors.

emphasis, on part of the settlement assistance programmes, on the male "head of the household" SWIWMPCC, 2002).

- Women's access to institutionalized health care system is restricted due to a combination of factors, namely language barriers, dominance of cultural stereotypes, and dependency on the ethno-specific health providers.

More questions to explore:
Not all groups of newcomer women have been studied with respect to health issues, as is the case in other reseach areas.

For example, we need to ask:

- What particular health needs might there be for women and men who have been victims of torture or rape or who come from war-torn countries? What impact might torture have on the health of the victim's spouse and other family members? How are these needs being addressed?

As another example, many immigrant women have been workers in the health care system of their own countries. We need to ask:

- How is their expertise integrated into the Canadian health care system? What types of barriers exist? What can enhance such women's contribution? (SWIWMPCC, 2002)

Research on health related issues of particular age and social groups are beginning to surface, namely a few research studies on the mental health of female youth and disabled women. We need to extend the categories and ask:

- What barriers to health care access exist for elderly women?
- Are the health issues of elderly women different from those of elderly men? What specific challenges are faced by men?

Some studies have suggested that under stressful conditions related to migration and settlement, people may seek comfort in their religious or spiritual beliefs and practices (for example by going to church more often or seeking comfort in Quranic verses which advocate patience, etc.) It might be relevant to ask:

- What part do spiritual beliefs and practices play in identifying and addressing health needs?
- How do immigrant women and men define or give meaning to "health" and "well being"?

We know that there is a limited number of health services offered specifically to LGBTQ peoples in metropolitan cities. The Toronto-based Sherbourne Health Centre (http://www.sherbourne.on.ca/contact.html) is an example of such a centre that among its other services, it provides primary health care services for people who are lesbian, gay, bisexual, transgendered and transsexual. However we know little, in the way of research, about particular health challenges faced by LGBTQ persons in the area of settlement.

Some of the questions that can be raised are:

- What are the challenges faced by LGBTQ refugees and immigrants in accessing health care?
- Do LGBTQ people of colour and new arrivals need special outreach programs to be made aware of the existing health care resources?

Sources

Access Alliance Multicultural Community Health Centre 2002. *Advancing Knowledge, Informing Directions: An Assessment of Immigrant and Refugee Needs in Toronto*. (Toronto: Access Alliance Multicultural Community Health Centre).

Battaglini, Alex et al. *Les mères immigrantes : pareilles, pas pareilles ! Rapport détaillé*. Montréal : Régie régionale de la santé et des services sociaux de Montréal Centre. 2000.

Bélanger, Alain and Gilbert Stéphane. *The Fertility of Immigrant Women and their Canadian Daughters*. In: *Report on the Demographic Situation in Canada 2002*. Alain Bélanger, ed. Pp.127-151. Ottawa: Statistics Canada. 2003.

The Committee for Accessible AIDS Treatment (CAAT) 2001. *Action Research Report – improving access to legal services and health care for people living with HIV/AIDS who are immigrants, refugees or without status*. (The Committee for Accessible AIDS Treatment (CAAT) 2001) – funded by the Ontario HIV Treatment Network (OHTN)]

Gastaldo, D. et al. (Rapport synthèse) *Femmes immigrantes, santé sexuelle et reproductive, et religion: comment les femmes immigrantes perçoivent la qualité des soins qu'elles reçoivent au Québec?,* 1997-1998. (Funded by Montréal: Centre d'excellence pour la santédes femmes - Consortium Université de Montréal (CESAF)). 1999.

Gentium Consulting. *Immigrant Womenand Substance Use – Current Issues, Programs and Recommendations*. (Ottawa: Gentium Consulting and the Canadian Ethnocultural Council). 1996.

Jalil, A. *Immigrant Women's Health Promotion Project, Final Report*. (Toronto: Working Women Community Centre). 2003/04

Jiwani, Y. *Intersecting inequalities: immigrant women of colour, violence and health care*. (Vancouver: FREDA Centre for Research on Violence Against Women and Children). 2001. (www.harbour.sfu.ca/freda/articles/hlth.htm)

Jiwani, Y. *Changing Institutional Agendas in Health Care*. Plenary presentation at Removing Barriers: Inclusion, Diversity and Social Justice in Health Care. Vancouver, May 25-27. 2000. [www.harbour.sfu.ca/freda/articles/barrier.htm]

Kappel Ramji Consulting Group 2002. *Common Occurrence. The Impact of Homelessness on Women's Health. Phase II: Community-Based Action Research – Final Report*. (Toronto: Prepared for Sistering: A Woman's Place).

Khan, U. *The Health Care Needs of Young Women with Disabilities from Ethnoracial Communities*. (Toronto: Prepared for Women's Health in Women's Hands Community Health Centre). 2003.

Khanlou, N. & Peter, E.*: Mental Health Promotion among Newcomer Female Youth: Post-Migration Experiences and Self-Esteem*. Policy Research/Recherche en matière de politiques.

Participatory action research: Considerations for ethical review. Social Science & Medicine, (2005). 60, 2333-2340.

Khanlou, N. et al. *Mental Health Promotion among Newcomer Female Youth: Post-Migration Experiences and Self-Esteem*. Ottawa: Status of Women Canada. 2002. (English and French versions. http://dsppsd.communication.gc.ca)

Lai, K. *Determinants of Community Health 2. Lifestyle changes in newcomer women. Final Report*. Peters-Boyd Academy (Toronto: Sunnybrook and Access Alliance Multicultural Community Health Centre). 2003.

Mailloux, L. and Mulvihill, M. A. (Work-in-progress). *Immigrant Women's Health. Centres of Excellence for Women's Health. A Synthesis of Research*. Women's Health Bureau Working Group on Metropolis Health Canada. 2000.

Ontario Women's Health Network (OWHN) *In Our Hands: A Guide to Women's Health and Community Service/Entre nos mains; un guide des services de santé et des services communautaires pour les femmes*. (Toronto: OWHN). 2001.

Ray, K. *We are Visible – Ethno-racial women with disabilities speak out about health care issues*. (Toronto: Prepared for ERDCO). 1996

Saskatchewan Provincial Health Council – 1994 and Ontario Ministry of Health – 1993. IV . 3 Health: Page 3.

Sherkin, Samantha. *Community-Based Research on Immigrant Women: Contributions and Challenges.* Community Social Planning Council of Toronto, CERIS Working Paper No. 32, May 2004. http://ceris.metropolis.net/ (research-policy/wkpp_list.htm)

Strategic Workshop on Immigrant Women Making Place in Canadian Cities (2002) *Policy-Relevant Research on Immigration and Settlement - Relevant for Whom? A Working Document. Montréa*l: Urbanisation, Culture et Société, Institut national de la recherche scientifique, and Immigration et Métropoles. Available at [http://GenderImmigration.inrs-ucs.uquebec.ca] (page "Access to Health care system") [Workshop members: D. Rose (coordinator), J. Bernhard, C. Creese, I. Dyck, L. Goldring, A. McLaren, C. Nolin, V. Preston, B. Ray, E. Tastsoglou]

Women's Health in Women's Hands Community Health Centre. *Silent Voices of the AIDS Epidemic: African and Caribbean Women, TheirUnderstanding of the Various Dimensions of HIV/AID and Factors That Contribute to Their Silence* (funded by the National Health Research and Development Program) (by Tharao et al.) 2004.

Women's Health in Women's Hands Community Health Centre. 2003a. *Breast Health Awareness for Immigrant and Refugee Women: Improving Access to Breast Health Initiatives*.

Women's Health in Women's Hands Community Health Centre. 2003b. *Racial Discrimination as a Health Risk for Female Youth: Implications for Policy and Healthcare*

Delivery in Canada. (funded and published by the Canadian Race Relations Foundation, 2003).

Women's Health in Women's Hands Community Health Centre. *Research Skills Building/Enhancement and Research Protocol Development Project* (funded by the Ontario HIV Treatment Network) 2002. (by Tharao et al.)

Women's Health in Women's Hands Community Health Centre. *A Brief on Bill C-11 – an act representing immigration to Canada and the granting of refugee protection to persons who are displaced, persecuted or in danger. 2001.*

Les études en français

Agence de santé publique du Canada. Isolées apeurées et oubliées : Les services au immigrantes et réfugiés qui sont battues : besoins et réalités. En ligne : http://www.phac-aspc.gc.ca/ncfv-cnivf/ (page consultée le 2 février 2006).

L'isolement fait partie intégrante de la vie de toutes les femmes battues. Mais pour les immigrantes et les réfugiées, cet isolement est accru par les obstacles linguistiques et culturels, le racisme et le fait que bon nombre d'entre elles sont loin de leurs amis et de leur famille étendue.

Les immigrantes et les réfugiées qui sont battues connaissent les mêmes problèmes que toutes les autres femmes battues par leur partenaire, mais la solitude et le fait qu'elles se retrouvent dans un milieu inconnu et nouveau donnent une toute autre dimension à ces problèmes. Pour citer la Calgary *Coalition on Family Violence:*

En plus des facteurs généralement associés à la violence faite aux femmes dans les familles non immigrées, les familles d'immigrants sont confrontées à l'isolement culturel et linguistique, à des changements d'occupation et de carrière, à des conflits de générations et de cultures, à l'absence de proches sur qui s'appuyer, à l'inversion des rôles familiaux traditionnels et à toutes sortes de difficultés d'adaptation.

On peut répondre aux besoins découlant des problèmes complexes et divers rencontrés par les immigrantes et les réfugiées par une série tout aussi complexe et diversifiée de solutions. Mais ces services spéciaux existent-ils? Les organismes qui assurent ces services sont-ils conscients des problèmes spécifiques rencontrés par les immigrantes et les réfugiées? Où ces femmes qui sont loin de leur culture, de leurs amis et de leur famille peuvent-elles aller chercher de l'aide lorsqu'elles sont battues?

Le but de cette monographie est d'apporter un embryon de réponse à ces questions en indiquant dans les grandes lignes les besoins des immigrantes et des réfugiées qui sont battues, les divers services non gouvernementaux déjà offerts pour répondre à ces besoins ainsi que certains des obstacles que doivent surmonter ceux qui tentent de servir efficacement les immigrantes et les réfugiées ainsi que leurs familles.

Battaglini, Alex, Sylvie Gravel, Laurence Boucheron et Michel Fournier. 2000. Les mères immigrantes : pareilles pas pareilles! Facteurs de vulnérabilité propres aux mères immigrantes en période périnatale. Une réalisation de l'unité Ecologie humaine et sociale, Hôpital Maisonneuve-Rosemont,

Depuis déjà plusieurs années, les mères d'immigration récente participent considérablement au renouvellement de la population montréalaise. En fait, la proportion des naissances de mères nées à l'extérieur du Canada est aujourd'hui, dans plusieurs territoires de Montréal supérieure à celle des mères nées au Canada. Pourtant, on connaît encore mal la réalité que vivent ces mères et leur famille, leur façon d'aborder presque simultanément les expériences de l'immigration et de la maternité.

Canada. Centre d'excellence pour la sante des femmes (CESAF). s.d. *Adéquation des services Info-Santé CLSC aux besoins des femmes immigrantes.* **Montréal : Consortium université de Montréal**

Le but de cette étude est d'examiner l'adéquation des services Info-Santé CLSC aux besoins des femmes immigrantes en utilisant une approche qualitative. La question de l'adéquation des services de santé aux besoins des femmes immigrantes se pose pour répondre à deux domaines de préoccupations. Le premier provient de ce que les personnes immigrantes, ou plus généralement les membres des communautés culturelles, semblent recourir moins souvent aux services de santé de première ligne que le reste de la population (Clish-Ottman, 1986). Les difficultés d'accès identifiées sont d'abord linguistiques, puis administratives et économiques (Heneman et coll., 1994 : *45).* Le second domaine de préoccupations réfère aux valeurs partagées par la société, aux droits sociaux, aux principes de justice et d'équité et aux mécanismes a mettre en oeuvre pour faciliter l'intégration de la population immigrante à la société d'accueil.

Objectifs spécifiques de l'étude
Identifier les besoins des femmes immigrantes relativement aux services Info-Santé CLSC. Examiner la disponibilité, I'accessibilité et la compatibilité culturelle des services Info-Santé CLSC du point de vue des femmes immigrantes. Proposer aux dispensateurs des services des stratégies d'adéquation sur la base de données probantes.

Les services Info-Santé CLSC
Le profil socio-démographique des utilisateurs fait ressortir les femmes dans 89,4% des cas: i'utilisatrice est plutôt scolarisée et d'âge moyen (Hagan et coil., 1998). Du côté des femmes immigrantes, aucune donnée n'est disponible quant a leur connaissance ou à leur utilisation des services Info-Santé *CLSC.* De plus, aucune étude n'a encore été réalisée ciblant la population immigrante ou bien les membres des communautés culturelles en lien avec les services Info-Santé CLSC. Pourtant, dans la région métropolitaine de recensement de Montréal, 33% de Ia population est d'origine ethnique autre que française ou britannique (Régie de Montréal-Centre, 1997). Dans certains territoires de CLSC montréalais, la population immigrante représente plus de 25% de la population à desservir.

Population étudiée
La population étudiée est constituée des femmes immigrantes résidant sur I'Ile de Montréal et vivant au Canada depuis moins de 10 ans. Par femme immigrante on entend toute femme âgée de 18 ans et plus, née a l'extérieur du Canada. Dans le but d'assurer une certaine diversité des participantes à l'étude, et de permettre l'analyse des résultats en lien avec les résultats de l'enquête Santé Québec actuellement en cours auprès des communautés culturelles, les femmes immigrantes échantillonnées devront vivre dans un ménage privé (non en institution), ne souffrir d'aucune maladie chronique, ni d'une incapacité physique ou mentale et appartenir a l'un ou I'autre des 4 grands groupes culturels suivants: haïtien; hispanophone des Amériques (y compris les Antilles hispanophones, l'Amérique centrale et le Mexique); chinois (de Chine populaire, Macao, Hong Kong et Taiwan);
population du Maghreb et du Moyen- Orient.

Ces groupes culturels sont représentatifs des sources d'immigration récente à Montréal.

Collecte des données

Dans les recherches qualitatives concernant les soins et services de santé, les groupes de discussion se posent de plus en plus comme une technique valable de collecte de données (Sim, 1998; Twinn, 1998; Reed et Payton, 1997). Les groupes de discussion s'avèrent particulièrement utiles pour diagnostiquer les problèmes potentiels avec un nouveau programme et générer des impressions sur des produits, des programmes, des services (Bickman et Rog, 1998). Ils fournissent des données riches, le contenu émergeant dans un contexte d'interaction où les participantes peuvent utiliser leur propre langage et exprimer leur vision du monde. Un guide de discussion permettra d'identifier, d'une part, les besoins des femmes immigrantes en lien avec les fonctions des services Info-Santé CLSC, et d'autre part, de connaître leurs perceptions quant à la disponibilité, l'accessibilité et la compatibilité culturelle des services. Les groupes de discussion vont se dérouler dans la langue maternelle des participantes. Ceci permettra, d'une part, de contourner les barrières linguistiques pouvant freiner l'expression de certaines participantes et, d'autre part, de considérer les éventuelles spécificités culturelles. Dans le même esprit, l'animation des groupes de discussion sera confiée à des femmes issues de chacun des grands groupes culturels représentés. Les discussions seront enregistrées sur bande audio puis retranscrites et traduites en français par les animatrices. Une fois traduit, chacun des *verbatim* sera soumis à l'une des participantes du groupe de discussion concerné, ayant une bonne connaissance du français, qui en validera le contenu en collaboration avec l'animatrice.

Canada. Santé Canada. *Les immigrantes et la toxicomanie : Problèmes courants, programmes et recommandations.* **Ottawa : Ministère des Approvisionnements et Services Canada 1996. En ligne :http://www.hc-sc.gc.ca/ahc-asc/pubs (drugs-drogues/immigrants-immigrantes/index_f.html) (page consultée le 2 février 2006).**
Il y a seulement quelques années que l'on comprend les besoins particuliers des femmes en matière de prévention, d'éducation et de traitement face à la toxicomanie. L'information est encore plus rare en ce qui concerne la toxicomanie chez les immigrantes, les réfugiées et les femmes de minorités visibles. La présente étude donne suite à une recommandation émise lors du colloque *Travaillons ensemble : Atelier national d'action sur les femmes et la toxicomanie* commandité par Santé Canada (du 22 au 24 février 1994). Cette recommandation se formule comme suit :

«Que l'on entreprenne des recherches sur les besoins spécifiques des femmes immigrantes, les réfugiées et celles des minorités visibles» (Santé Canada, 1994 20).

La recherche dont fait état cette monographie cherche à répondre aux questions suivantes :

- Que connait-on à propos de la toxicomanie chez les immigrantes au Canada (Voir, ci-dessous, la définition des immigrantes)?
- Quels programmes ou modules déjà disponibles permettent de lutter contre la toxicomanie parmi les femmes immigrantes? Sont-ils efficaces?
- Quelles avenues de recherche doit-on continuer d'explorer?

La présente monographie a pour objet de vulgariser certaines conclusions de la recherche.

Gastaldo, Denise, Jacqueline Lima, Fatima Chakir, Bilkis Vissandjée. S.d. *Femmes immigrantes, santé sexuelle et reproductive, et religion : comment les femmes immigrantes*

perçoivent la qualité des soins qu'elles reçoivent au Québec? **1997-1998 (Rapport synthèse) . Montréal : Consortium université de Montréal.**

Dans les années quatre-vingt-dix, le domaine de la santé au Canada a été marqué par des discours de promotion de la santé et d'empowerment. Dans l'agenda gouvernemental, deux discours majeurs se trouvent en contradiction : les discours sur la promotion de la santé des femmes immigrantes et des femmes autochtones à travers l'empowerment et les coupures budgétaires sévères du secteur de la santé. En cette décennie, les décideur(e)s politiques, les professionnel(le)s de la santé et le monde académique ont tenté de développer de nouveaux moyens d'empowerment pour les usagères et usagers du système de santé.

Dans le domaine spécifique de la santé sexuelle et reproductive, le discours de l'empowerment peut être considéré comme un avantage dans un domaine où le contrôle de la population est présent alors qu'il faudrait donner l'opportunité aux femmes de décider elles-mêmes en ce qui a trait à leur corps. Par contre, le discours de l'empowerment appliqué à la santé sexuelle et reproductive des femmes peut aussi être vu comme une stratégie nouvelle et plus subtile pour le contrôle du pouvoir reproductif des femmes.

Néanmoins, dans le domaine de la santé, les professionnel(le)s ont changé peu de choses dans leur façon de travailler. L'empowerment des patientes et patients est un discours important mais qui, en pratique, est réduit aux contacts lors des consultations et à certaines activités d'éducation à la santé. Dans le cas des immigrantes, que signifie l'empowerment ? Les libérer de leurs anciennes pratiques de soumission ? Peut-on suggérer les Canadiennes comme modèles de personnes bénéficiant de l'empowerment ?

En tenant compte de la complexité du contexte dans lequel cette étude se situe, les chercheures pensent que la première étape vers l'empowerment des femmes est de leur donner la parole. Cette étude a été conçue de façon à joindre les femmes musulmanes arabes ayant immigré dans cette province et d'écouter ce qu'elles ont à dire à propos de la qualité des soins en santé sexuelle et reproductive au Québec.

Khanlou, Nazilla, Morton Beiser, Ester Cole, Marlinda Freire, Ilene Hyman et Kenise Murphy Kilbride. 2002. *Promotion de la santé mentale des jeunes immigrantes : expériences et estime de soi post-migratoires.* **Condition féminine Canada. En ligne : http://www.swc-cfc.gc.ca/pubs (pubspr/0662320840/200206_0662320840_1_f.html) (page consultée le 1 fevrier 2006).**

Le présent rapport dévoile les conclusions d'une étude qui avait pour but d'examiner les enjeux liés à la promotion de la santé mentale des jeunes immigrantes étudiant dans des écoles secondaires. Les auteurs ont prêté une attention particulière aux facteurs qui favorisent ou défavorisent l'estime de soi chez ces jeunes femmes. L'étude a été menée à Toronto, en Ontario, dans le cadre d'une recherche active participative. Les données ont été recueillies à l'intérieur de groupes de réflexion auxquels prenaient part de jeunes élèves et des enseignants, ainsi que par le biais d'entrevues menées auprès de parents, de travailleurs en milieu scolaire et d'un travailleur provenant d'un centre de soins communautaires. Les jeunes participantes dégageaient une personnalité dynamique qui laissait entrevoir une vie remplie d'expériences et de connaissances, et sensible à l'environnement. Elles ont mentionné de nombreux facteurs ayant eu une influence sur la perception qu'elles avaient d'elles-mêmes. Les relations qu'elles entretenaient avec leurs parents et amis jouaient un rôle de soutien important. La connaissance

de la langue anglaise était l'une de leurs principales préoccupations. Elles ont également souligné certains problèmes liés aux systèmes, qui rendaient difficile l'intégration des jeunes femmes et de leurs parents dans la société canadienne. Elles ont estimé avoir vécu une expérience positive en prenant part à cette étude. Les auteurs terminent en proposant des mesures gouvernementales et des recommandations visant à améliorer divers systèmes. Dans le cadre de ce processus, les auteurs recommandent que l'explication des valeurs qui sont à la base des politiques et initiatives soit un élément essentiel des stratégies visant à promouvoir la santé mentale des jeunes immigrantes.

Moreau, S., Rousseau, C., & Mekki-Berrada, A. (1999). Politiques d'immigration et santé mentale : profil et impact des séparations familiales, Nouvelles Pratiques sociales, 11(2) : 177-196.

**Rousseau, C., Moreau, S., Drapeau, A., Marotte, C. (Janvier 1997). Politique d'immigration et santé mentale: Impact des séparations familiales prolongées sur la santé mentale des réfugiés. Rapport présenté au Conseil Québécois de la Recherche Sociale.**

Tousignant, Michel. 1992. « La santé mentale des migrants: analyse de son contexte social et longitudinal ». *Santé mentale au Québec* **vol. XVII, no 2: 35-46**

II.5. INTEGRATION AND CIVIC PARTICIPATION

The two terms "settlement" and "integration" (defined in the introduction) are closely linked and sometimes used interchangeably. Both terms refer to a long and complex process through which newcomers become an integral part of the new society. If we view the whole process as a continuum, we can say that while "settlement" usually refers to the beginning of the continuum (early stages of adaptation, when newcomers make the basic adjustments to life in a new country, including finding somewhere to live, beginning to learn the local language, getting a job, and learning to find their way around an unfamiliar society), "integration" is the longer term process through which newcomers become full and equal participants in all the various dimensions of society. (CCR: Best Settlement practices)

The Settlement/Integration Continuum

Resettlement/settlement

⬤--------------➡--------------------➡-----------------➡--------------➡

       Acclimatization   Adaptation   Integration
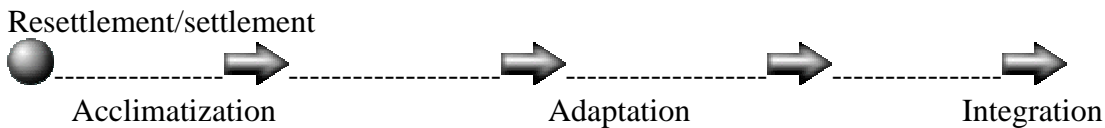
Both settlement **and** integration **are** multi dimensional concepts**, unfolding in different interconnected spheres, such as the** social, economic, cultural, and political spheres. By interconnectedness we mean that what happens in one sphere affects the outcome in the other spheres.

For example, in the previous chapters we saw that the barriers that prevent some newcomers from successful economic integration do in fact contribute to their inability to integrate socially in a smooth and easy manner. Therefore, the issues that seem to be relevant only to the early stages of settlement, such as securing a job and gaining educational credentials have a direct bearing on the long term choices and opportunities that allow individuals to fully integrate into the society.

Sluzski (1979, quoted in Mann-Feder, 1994) has observed that:

> "[T]he greatest stresses associated with family migration do not emerge until years after arriving in the new country, when the internal issues can finally manifest themselves. In the period following immigration, it takes all the family's energy to find a home, secure an income and establish a lifestyle. Once that is accomplished (often few years later), parents may begin to mourn what has been left behind and search for ways to integrate the old with the new. This represents a kind of identity crisis for the adults."

> Civic engagement is another useful concept which is often used in the literature to address issues related to integration.

> **"Civic engagement** is defined to address **involvement in extra-familial activities**, usually conducted in the context of a more or less formally organized collectivity, for the purpose of improving the quality of life for the actor(s), their families, communities, or society more generally. These collectivities are often non-governmental organizations (which may be ethno-specific, multi-ethnic, issue-oriented, locality-based, etc.). They may be involved in efforts to lobby or otherwise influence government policy and governance, but are by no means limited to social movement organizations. Civic

> engagement is often framed in local or regional terms (within a city, municipality), and national terms (within a specific country). However, civic engagement may also involve transnational networks, interest groups and organizations.
>
> When we think in terms of civic engagement, we broaden the focus and the indicators of immigrant 'participation' in Canadian society away from electoral politics to other **spheres where citizenship is practiced - schools, churches, local residents' associations, women's organizations, political solidarity groups, unions, environmental organizations, ethno-cultural associations, and so forth."**
> (SWIWMPCC, 2002) (bold in original)

Integration is the broad concept involving the full range of dimensions, including civic participation, as well as employment, education, family, etc. Focusing on the gender dimensions of integration we may ask:

- How is the process of integration different for refugee and immigrant women and men and various socio-economic and national origin groups of men and women?
- How do length of time in Canada, visible minority status, legal status at the time of arrival, current citizenship status, and other individual-level variables explain integration rates?
- What are some of the major integrational obstacles faced by these different groups and how are they being addressed?

With respect to the issues surrounding civic engagement, the SWIWMPCC study (2002) observes:

> "There is a well-established and growing, although small, social science literature on immigrant civic engagement. This work is sometimes framed in terms of urban citizenship, and builds on earlier work on the political participation of immigrants Unfortunately, very little work in this area incorporates any kind of gender analysis although several scholars have studied immigrant women's civic engagement in a broader sense. **The question of how civic engagement is gendered among immigrants in the Canadian context remains dramatically understudied**." (bold in original)

It seems that the limited number of studies that do take gender as a variable in their analysis of the civic engagement and integration (of refugees and immigrants) **tend to focus on women's issues** solely. These studies address the following themes:

Integration needs and barriers faced by women:
> "*But where are you from, originally? Immigrant women and integration in the Maritimes*. (Miedema, B., & Tastsoglou, E., 2000). "This paper examines the process of integration as a complex, multi-faceted and gendered phenomenon that is substantially different for men than for women. We explore how volunteer community involvement provides immigrant women with a safe opportunity to explore, train and get acquainted with Canadian society, as this involvement serves as a means and a vehicle for immigrant women to break the isolation, make friends, enact citizenship through their activism for social change and even, sometimes, find

employment. We also discuss reduced funding and its profoundly negative impact on the integration process of immigrant women into Canadian society."

• *A Discussion paper on settlement needs of immigrant women in Ontario* (Estable, A., and M. Meyer. 1989). "The significant postwar migration of ethnoracial minorities from lesser developed countries to industrial democracies has profound political implications. In addition to challenges posed to the nation-state ideal in terms of citizenship and diversity, this migration poses challenges to those immigrant minorities who want to exercise political voice, often without citizenship. Using two case countries, Canada and France, this dissertation uses a social movements framework to examine how immigrants and their descendants meet this challenge. For each country, three collective action efforts of the 1980s involving immigrants and their descendants were considered. The issues are not immigration questions but rather integration questions affecting the roles minorities assume in larger society. In France, the cases are the movement for foreigners' voting rights in local elections, mobilization against proposed reform of the French Nationality Code, and the "Muslim headscarf affair." The Canadian cases were activism for more police accountability in Metropolitan Toronto, mobilization for employment equity legislation in Ontario, and demands for more culturally-sensitive social services. Most political activity was organized through voluntary associations -- either communally-based or inter-ethnic -- and included direct protest such as marches or even violence. For each issue, I examined the evolution of the debate, collective action taken, and the outcomes. Information was gathered through interviews and archival research in Paris and Toronto.
On a more theoretical level, this research explores what types of issues engender mobilization and under what circumstances collective action is likely to be successful. This comparative inquiry indicates that minority mobilization is shaped, indeed constrained, by political opportunity structures (POS) in the country of settlement. Of particular relevance to minority action are cultural components of POS, including (1) the dominant model of minority incorporation, ranging from assimilation to cultural pluralism; (2) the settlement country's understanding and definition of citizenship; and (3) the historical importance of immigration to national development. In addition, state-society relations -- especially the distinction between strong and weak state traditions -- are considered. The findings of this research indicate that political culture is indeed a determinant of mobilization demands and outcomes, a correlation which is especially evident in France, a strong state."

Disability and Integration

According to Sherkin (2004), the research conducted on the topic of disability and integration focuses on ethnoracial, rather than immigrant and refugee women. The Montreal-based Multiethnic Association for the Integration of Handicapped Persons/Association multi-ethnique pour l'intégration des personnes handicapées du Québec (AMEIPH) has conducted extensive work in this area.

• "[I]n 1999 the organization published a report on women with disabilities from ethno-cultural communities (Penafiel 1999). The purpose of this report was to increase the understanding of service providers working with disabled women from

ethno-cultural communities, as well as all other interested parties, as a means of contributing more effectively to improving the lives of women in areas including healthcare and social services, training, job search, and so on. In this study, the attitudes of others, as well as the faults of a system not completely adapted to women's needs, were identified as the most significant handicaps confronting them (Penafiel 1999, 5 and 103-104). Moreover, systemic barriers that women without disabilities confront when attempting to enter and succeed in the labour market were magnified when disability became a factor, particularly the condition of solitude." (Sherkin, 2004).

Political Participation. Very few studies are allocated to this topic. The following is an important study that takes a gender approach to the topic.

• *Gender and Immigrant Political Participation in Comparative Perspective*. (Abu-Laban, Yasmeen (1997/98) "This research project focuses on the under-examined question of the similarities and differences in the political participation of female and male immigrants in Canada, the United States and countries of Western Europe. It pools the findings of existing comparative studies, and the bulk of single country case studies focusing on immigrant political participation, to develop a comparative conceptual framework for understanding immigrant politics. In addressing the nature and effects of immigrant political participation, attention will be paid to defining "participation", revealing how immigrants have variably affected the political process and outcomes at local, national and even transnational levels; and, documenting the interplay between "host society" laws, policies and practices versus the race/ethnicity, class and gender of immigrants in accounting for potentially different forms of participation and the content of political demands. It is suggested that knowing the similarities and differences between immigrant women and men, and across time and space, enhances our explanatory and theoretical base, as well as potential to make effective and inclusive policy prescriptions informed by knowledge of the full range of constraints and opportunities for the full participation of immigrants in political life."

Social networks, neighbourhood and activism
According to SWIWMPCC study (2002), research has shown that gender differences in familial responsibilities usually lead women to travel shorter distances than men within the city and to make a greater social investment in the locally-based community. Therefore, studies of social networks can be very revealing of gendered qualities of social life. The above-noted study poses the question:

> "For [refugee and] immigrant women in today's metropolitan areas, does 'neighbourhood' retain its traditional importance for social interactions, and as a place from which social networks are built up and where social integration occurs?"

The studies reviewed by the SWIWMPCC study along with some of the studies compiled for the present paper indicate:

- Women's social networks are more strongly rooted in family and close friends, whereas men's are more likely to include acquaintances.

- Men's social ties tend to be more diversified than those of women, giving them access to a broad range of information, which often assists their social and economic mobility.
- The networks that women have access to on arrival are affected by the circumstances of their migration and by policies as regards refugees, immigrants and family reunification.
- For the first number of years in Canada most of this social support comes from within their own ethnocultural community, as well as from others who share common immigrant or refugee experiences. Refugee and immigrant women rely strongly on family and female friends.
- As time goes on, developing a network that also includes long-established Canadians and "mainstream" institutions becomes important for developing a full sense of belonging among immigrant women

An important study by Rose, D., P. Carrasco & J. Charbonneau, (1998) focuses on the settlement experiences of immigrant women as they relate to social networks, including both formal services and informal support systems. The research is based on interviews with fifty women who immigrated from Central America, India, Poland and Vietnam between the mid-1980s and the early 1990s. The research is designed to address the following questions:

> "What is the significance of neighbourhood-based vis-à-vis "non-local" resources in immigrant women's settlement experience, i.e., in what ways do proximity and mobility within the city 'make a difference'?"

> What are the relative roles of family and friends ("strong ties"), community and public services, and casual contacts and acquaintances ("weak ties") made in various places—work, school, neighbourhood—in the web of resources immigrant women draw on in the settlement process and in the steps they take toward integration (however this problematic term is defined)?"

The authors observe that: "In general, comparative work on men's and women's networks studies have found that women's networks are more oriented toward family and friends and that they involve more emotional proximity than do men's social networks."

In this study, the researchers analysed the women participants' experiences in relation to six different themes all of which were considered to be representing a form of 'weak ties'.

> "[The] six themes which correspond to milieux more or less favourable to [womens] development were: language and other training courses; the workplace; government bureaucracies and para-state services such as health care; community organizations; the church; and the neighbourhoods lived in."   As an example, it was concluded that: "**Language and other courses** taken by immigrant women are good illustrations of the weak tie concept. Weak ties established during the courses (notably with the professor) may serve as a gateway toward other resources. This type of environment is also be very conducive to the development of self-esteem and facilitates positive encounters with those of other cultures."

Finally, a study conducted by Creese and Dowling (2001) looks at the gendered nature of immigration policies in Sydney, Australia, and Vancouver. It examines the roles that migrant women themselves play in organizing mutual aid support groups, and in lobbying to improve delivery of settlement services.

More questions to explore:

- What economic, cultural and social factors might limit or encourage women's (and men's) participation in their networking efforts and practices (both within and beyond neighbourhood)? For example, what are the impacts of long working hours, dynamics of racism and dominant perceptions of "difference" which might lead to exclusion?
- Are there any integrational barriers specific to refugee and immigrant men? Do men from different cultural, religious and ethnic backgrounds have different kinds of integrational issues?
- How are the integration experiences of girls and boys who came to Canada as young children or who were born in Canada of recently-arrived refugee or immigrant parents differentiated?
- What are the specific needs of refugee and immigrant people who do not fit into the traditional categories of men and women?
- How might traumatic experiences (such as torture or rape) prior to arrival in Canada affect the settlement and integration process? How do settlement agencies respond to such needs?

Sources

Abu-Laban, Yasmeen *"Gender and Immigrant Political Participation in Comparative Perspective."* PCERII funded research project. 1997/98. Abstract available at http://pcerii.metropolis.net/

Creese, Gillian & Robyn Dowling. *"Gendering immigration: the experience of women in Sydney and Vancouver"*, Progress in Planning 55 (3): 153-162. 2001. Draft version available at http://riim.metropolis.net

Estable, A., and M. Meyer. *A Discussion paper on settlement needs of immigrant women in Ontario*. Canada: Immigrant Settlement Adaptation Program. 1989. http://www.yorku.ca/gmcr/(race_gender class/settlement)

Mann-Feder, Varda and S. Mojab. *Ethnicity, Youth and Family Relations: A study of Intergenerational Conflict*, Canada's Children, 1994.

Miedema, B., & Tastsoglou, E. "*But where are you from, originally? Immigrant women and integration in the Maritimes. Atlantis, 24*(2), 82-91. 2000. http://www.yorku.ca/gmcr/ (race_gender_ class/settlement)

Penafiel, T. A. *Femmes handicapées des communautés ethnoculturelles*. Cahier thèmatique no. 3. (Montréal: Association multi-ethnique pour l'integration des personnes handicapées du Québec (AMEIPH). 1999.
Rose, D., P. Carrasco & J. Charbonneau "The Role of "Weak Ties" in the Settlement Experiences of Immigrant Women with Young Children: The Case of Central Americans in Montréal". CERIS Working Paper. (1998) http://ceris.metropolis.net/ (Virtual%20Library/community/Rose1/rose1.htm) **French version** (similar): Carrasco, Pia, Damaris Rose & Johanne Charbonneau (1999) La constitution de liens faibles : une passerelle pour l'adaptation des immigrantes centro-américaines mères de jeunes enfants à Montréal. Études ethniques au Canada / Canadian Ethnic Studies, XXX (1), 73-91.
Sherkin, Samantha. *Community-Based Research on Immigrant Women: Contributions and Challenges.* PhD, Community Social Planning Council of Toronto, CERIS Working Paper No. 32, May 2004**.** http://ceris.metropolis.net/ (research-policy/wkpp_list.htm)

Strategic Workshop on Immigrant Women Making Place in Canadian Cities (2002) *Policy-Relevant Research on Immigration and Settlement - Relevant for Whom? A Working Document. Montréa*l: Urbanisation, Culture et Société, Institut national de la recherche scientifique, and Immigration et Métropoles. Available at [http://GenderImmigration.inrs-ucs.uquebec.ca] (page "Access to social networks") [Workshop members: D. Rose (coordinator), J. Bernhard, C. Creese, I. Dyck, L. Goldring, A. McLaren, C. Nolin, V. Preston, B. Ray, E. Tastsoglou]

Further readings:
(on disability and integration)
Chowdhury, T. and Pathmanathan, S. 1996. Including Us … Ethno Racial People with

Disabilities Speak Out on Issues of Race and Disability. (Toronto: Prepared for ERDCO).
Common Occurrence. 2002. Forum Report, Metro Hall, Toronto, Ontario, June 11.

COPHAN (Conféderation des organismes provinciaux de personnes handicapées du Québec) 1992a. *Les états généraux des personnes handicapées. Cahier des propositions soumis a l'approbation des délégués. Cahier exhaustif des propositions*. (Montréal: COPHAN).

(on elderly and integration)
Hutchinson, M.A. 2001. Organizing Ethno-Cultural Seniors for Action: A "How-To" Resource Guide to Effectively Empower Multicultural Seniors to Advocate for Better Community Services. (Toronto: Prepared for the Ethno-Cultural Seniors Project (ECSAP), Rexdale Women's Centre, Etobicoke, Ontario).

(on ethnospecific studies related to race/racism and integration)
Agnew, V. *Resisting discrimination: Women from Asia, Africa, and the Caribbean and the women's movement in Canada*. Toronto: University of Toronto Press. 1996

CRIAW, *The Impact of the National Security Agenda on Racialized Women: Bringing Us Out of the Policy Ghetto and Into the Development of National Policy Strategies and Solutions*. Ottawa, ON: Canadian Research Institute for the Advancement of Women and Status of Women Canada, 2004. Jo-Anne Lee, Hamdi Mohamed, Anu Bose, Nayyar Javed, and Lise Martin. 71 pgs.

Dossa, Parvin. Politics and Poetics of Migration. (On the experiences of Iranian women) Canadian Scholars' Press. 2004.

Franz, B. "Bosnian refugee women in (re)settlement: gender relations and social mobility". In Feminist Review, (73): 86-103. 2003

Israelite, N. K. et al. "Settlement Experiences of Somali Refugee Women in Toronto." Presentation for the 7th International Congress of Somali Studies, York University, Toronto, July 1999.

Israelite, N. K. and Herman, A. "Settlement Experiences of Recent Latina Immigrants and Refugees: Perspectives on Work." Paper presented at the 16th Annual Qualitative Analysis Conference, Fredericton, New Brunswick, May 1999.

Keel, Monique R. and Drew, Neil M. "The Settlement Experiences of Refugees from the Former Yugoslavia: Acculturation, Ethnic Identity, Ethnicity, Community and Social Network Development". In Community, Work & Family, 7(1), April 2004: 95-115.

Miskovic, Maja. (2002). "Acculturation Process: A Case Study of Bosnian Refugee Women and Their Families". In Migration, 36-38:113-133.

Les études en français

Arcand, Sébastien. 2003. *Les minorités ethniques et l'État québécois : participation et représentations sociales des associations de groupes ethniques minoritaires lors de commissions parlementaires, 1974-2000.* **Thèse de doctorat. Département de sociologie. Université de Montréal. En ligne : http://www.ceetum.umontreal.ca**

L'évolution de l'État moderne favorise l'émergence de rapports sociaux spécifiques. Pour légitimer ses propres pratiques et pour encadrer la critique sociale provenant de l'espace public, l'État moderne élabore un ensemble de mécanismes consultatifs, ce qui lui permet d'institutionnaliser les positions et revendications des divers acteurs composant la société. Lorsqu'il s'agit de la participation de groupes ethniques minoritaires aux consultations publiques, ce phénomène s'inscrit dans une dynamique sociale où un État, représentant l'ensemble de la population mais demeurant tributaire d'une collectivité d'histoire et de culture majoritaire, entre en relations avec des groupes minoritaires aux appartenances et intérêts diversifiés. En réponse aux pratiques de l'État dans la gestion du pluralisme ethnoculturel, plusieurs groupes ethniques minoritaires mettent sur pied des associations structurées autour de leurs appartenances et intérêts. Ce phénomène contribue à renforcer ou à modifier les rapports sociaux ethniques à l'œuvre dans une société donnée. Le Québec n'échappe pas à cette dynamique et depuis la Révolution tranquille les consultations publiques font parties intégrantes de la gouverne étatique. À ce sujet, l'existence de commissions parlementaires permanentes témoigne de la volonté de l'État québécois d'institutionnaliser les débats tout en assurant une tribune aux divers acteurs sociaux. C'est dans ce contexte que les associations de groupes ethniques minoritaires participent régulièrement à ces commissions depuis les années 1960.

Lors de leur participation en commission parlementaire, les associations de groupes ethniques minoritaires font part de leurs opinions sur des projets de loi, des politiques, ou se prononcent sur des débats spécifiques à la société québécoise. Cette participation politique des minoritaires soulève des questions quant aux modes d'appartenance ethnique ainsi qu'à la possibilité de voir une conscience collective minoritaire prendre forme, révélant ainsi la construction d'appartenances dépassant les frontières ethniques inhérentes à chaque groupe. De plus, il y a lieu de se demander si les discours de ces associations peuvent porter le changement social au niveau de la redéfinition de rapports sociaux mieux adaptés au respect du pluralisme ethnique caractérisant la société québécoise contemporaine.

Cette thèse, qui fait appel à une sociologie politique et à une sociologie des relations ethniques, a pour objectif d'analyser les représentations sociales énoncées dans les mémoires déposés par les associations de groupes ethniques minoritaires en commissions parlementaires au Québec entre 1974 et 2000. Dans un premier temps, nous nous attardons à identifier les thématiques des commissions les plus prisées par ces associations. Dans un deuxième temps, une analyse de contenu des cinquante-sept mémoires du corpus est effectuée. Chaque mémoire est étudié à partir d'une grille d'analyse élaborée en fonction des objectifs généraux et des questions de recherche orientant cette démarche sociologique. Entre autres choses, les résultats obtenus montrent l'absence d'une régularité synchronique et diachronique entre les positions contenues dans les mémoires. Cependant, des mécanismes d'identification extra communautaire sont aussi à l'œuvre évoquant ainsi une reformulation du vivre-ensemble à partir de la rencontre d'appartenances individuelles et collectives.

Astudillo, Sandra. 2004. *La participation civique de nouveaux(elles) citoyen(ne)s canadien(ne)s originaires du Pérou.* **Mémoire de maîtrise. Département de psychologie. Université de Montréal. En ligne : http://www.ceetum.umontreal.ca**

Le présent mémoire de maîtrise étudie le degré de participation civique, qui englobe la participation politique et communautaire, d'immigrants péruviens de Montréal. La singularité de cette recherche exploratoire est de tenir compte des variables psychologiques (*political efficacy*, confiance, motivations) et de l'expérience antérieure des répondants ayant vécu dans un régime pseudodémocratique. Cela afin d'étudier sous un angle expérienciel la participation politique et communautaire d'un groupe d'immigrants péruviens installés à Montréal. Pour atteindre cet objectif, des entrevues semi-dirigées, auprès de seize Péruviens ayant la citoyenneté canadienne et habitant la région montréalaise, ont été réalisées puis analysées selon une approche qualitative. La comparaison de leur expérience prémigratoire et postmigratoire, révèle une évaluation plutôt positive du fonctionnement de la démocratie canadienne. Leurs activités communautaires ou politiques ont changé pour s'adapter au nouveau contexte; la plupart des répondant impliqués dans une participation citoyenne le font dans des associations liées à la communauté péruvienne de Montréal.

Cardu, Hélène et Mélanie Sanschagrin. 2002. *Les femmes et la migration : les représentations identitaires et les stratégies devant les obstacles à l'insertion socioprofessionnelle à Québec.* **Recherches féministes 15 (2)**
Comment les femmes immigrantes s'approprient-elles, sur le plan identitaire, leur environnement socioculturel et professionnel, lorsqu'elles sont en situation d'insertion et qu'elles vivent dans des régions où l'immigration est marginale? Pour elles, la trajectoire d'insertion professionnelle est non seulement déterminée par les bouleversements majeurs qui transforment à ce jour la structure de l'emploi mais aussi, par la profonde transition culturelle qui accompagne l'immigration. Étant donné que l'insertion socioprofessionnelle s'inscrit dans une trajectoire de vie où domine une transition impliquant la confrontation des aspirations professionnelles, personnelles et sociales, nous présentons les représentations identitaires liées au processus d'intégration à un nouveau milieu social et les stratégies face aux obstacles rencontrés, particulièrement comme femmes.

Henri, Irvine. 2002. *Race, classe, genre. Le discours et les pratiques du milieu communautaire vis-à-vis des femmes monoparentales haïtiennes de Montréal.* **Mémoire de maîtrise. Département de sociologie. Université de Montréal.**

Ce mémoire explore le discours et les pratiques du milieu communautaire vis-à-vis des femmes monoparentales d'origine haïtienne à Montréal. La problématique adoptée a été inscrite dans la perspective structuraliste «race-classe-genre». Cette dernière a été élaborée pour analyser la situation de femmes monoparentales Africaines-Américaines. Le milieu communautaire est apparu comme un terrain approprié pour voir à quel point les discours et les pratiques sociaux tiennent compte des réalités vécues par des femmes monoparentales d'origine haïtienne. À partir d'une méthodologie qualitative, une analyse thématique du discours a été effectuée auprès de trois organismes communautaires de Montréal qui accueillent des femmes monoparentales d'origine haïtienne. Les résultats de notre étude font ressortir plusieurs constats et hypothèses qui peuvent alimenter de futures recherches. Le constat global qui se dégage est que le modèle structuraliste «race-classe-genre» peut être utile pour comprendre la réalité des femmes monoparentales haïtiennes. Il semble que

certaines d'entre elles vivent une situation analogue aux Africaines-Américaines dans la mesure où certaines normes du groupe dominant ne seraient pas appropriées à leur vécu. De plus, cette étude soulève le rôle de l'État quant à la violence et à la pauvreté vécues par les femmes, et ce, peu importe leurs origines.

Karman, Zeynep. *Recherche tenant compte des sexes en matière de politiques sur l'immigration et l'intégration* **(Acte du premier Colloque national Metropolis sur l'immigration, tenus du 6 au 8 mars 1997). Alberta.**

L'expérience que constitue l'immigration diffère considérablement chez les femmes et les hommes. Il faut donc procéder à de la recherche pour montrer en quoi les réponses aux questions que nous posons en matière de politiques diffèrent chez les immigrantes et chez les immigrants. Il faut aussi procéder à de la recherche en matière de politiques sur les enjeux qui sont particuliers aux femmes immigrantes. CFC a donc commandité cet atelier sur la recherche tenant compte des sexes en matière de politiques sur l'immigration et l'intégration en visant quatre objectifs bien précis : définir des démarches et des stratégies qui mèneront à de la recherche tenant compte des sexes en matière d'immigration; déterminer les questions actuelles en matière de politiques; recenser les lacunes sur le plan des connaissances et suggérer des priorités; contribuer aux travaux que les Centres d'excellence pour la recherche sur l'immigration et l'intégration entreprendront, ainsi qu'au programme de recherche de CFC.

MacLeod, Linda et Maria Y. Shin. 1994. *Comme un oiseau sans aile.* **©Ministre des Approvisionnements et Services Canada**

Ce rapport commence révéler l'histoire d'un groupe de femmes au Canada que l'on oublie souvent... les nombreuses citoyennes canadiennes dans tout le pays (certaines d'entre elles vivant au Canada depuis plus de trente ans) qui sont exploitées par leur mari sans savoir parler ni l'anglais ni le français.

Grâce à ce rapport, soixante-quatre femmes de quatre différentes communautés linguistiques minoritaires au Canada : une communauté chinoise Montréal, une communauté polonaise Ottawa, une communauté italienne Toronto et une communauté indo-canadienne Vancouver, ont partagé leurs idées sur la réaction l'exploitation, sur la réduction de l'isolement et sur l'augmentation des communications entre les langues et les cultures.

Les femmes interviewées soulignent que les mauvais traitements dont elles sont victimes à la maison ne peut être séparé de l'exploitation, de l'isolement et de la perte qu'elles endurent dans tous les aspects de leur vie au Canada. Pour beaucoup de femmes, les liens sont directs, parce que les mauvais traitements dont elles sont victimes sont intégralement liés à l'exploitation par leur mari et par leur patron comme « main-d'œuvre bon marché », comme « machine faire de l'argent ».
Beaucoup de femmes interviewées pour ce rapport ne pensent même pas chercher de l'aide pour mettre fin l'exploitation dont elles sont victimes, parce que l'aide qu'elles trouvent est d'habitude non seulement étrangère au point de vue linguistique et culturel, mais elle leur enlève encore les seules choses qui leur donnent de la force... leur tradition de foi.

Les femmes interviewées parlent de la difficulté, voire de l'impossibilité de bâtir des communautés plus inclusives, moins violentes sur des principes qui accentuent l'individualisme, la différence et la compétition au détriment de ce que nous avons en commun et de ce que représente la spiritualité.

Les idées des femmes interviewées pour ce rapport soulignent le besoin de nouvelles façons de réagir à l'exploitation et l'isolement linguistique, façons qui font l'éloge de nos forces au lieu de souligner nos souffrances, qui rehaussent nos points communs au lieu de condamner les femmes à l'isolement, qui consolident la communauté au lieu d'encourager la fragmentation.

Osmani, Farida. 2002. L'égalité pour toutes ? *L'engagement féministe et les droits des immigrantes au Québec* **. Recherches féministes 15 (2)**
La discrimination systémique est à la base, au sein de la société, d'inégalités basées sur la race qui touchent particulièrement les migrantes et immigrantes. Cette discrimination, qui n'est autre que du racisme institutionnalisé, ne fait pas l'objet de débats ni d'engagement soutenu dans le mouvement féministe. Pourtant, elle le devrait, d'autant plus que les gains en matière de droits et d'accès à l'égalité des femmes ne représentent pas les femmes dans toute leur diversité. Le processus de « vulnérabilisation » des femmes immigrantes en particulier mènera à la longue à l'effritement des luttes collectives féministes et de leurs acquis.

Wachholz, Sandra et Miedema Baukje. Condition féminine Canada. Mars : *Une toile complexe Une toile complexe : l'accès au système de justice pour les femmes immigrantes victimes de violence au Nouveau-Brunswick.* **1998. En ligne: http://www.swc-cfc.gc.ca/. (pubs/pubspr/complexweb/complexweb_f.html#abs) (page consultée le 3 février 2006).**

Dans le présent rapport, les auteures se sont fondées sur des données provenant d'entrevues de groupes menées auprès de 48 femmes immigrantes du Nouveau-Brunswick pour étudier les obstacles à l'accès au système de justice pénale et aux services juridiques connexes auxquels sont confrontées les immigrantes victimes de violence qui résident dans une province essentiellement rurale. Près du tiers des participantes, dont les antécédents culturels étaient très variés, ont dit être victimes de violence.
L'analyse des résultats de la recherche commence par un examen des normes culturelles et des formes d'oppression structurelle qui, de l'avis des femmes, ont un effet dissuasif sur l'accès au système de justice. Les auteures étudient ensuite les préoccupations soulevées par les participantes au sujet du manque d'information juridique des immigrantes sur la violence faite aux femmes et des répercussions de cette situation sur leur connaissance de leurs droits légaux. Après avoir traité des facteurs qui expliquent l'hésitation des femmes à recourir à la police, le rapport se termine par un examen des recommandations de principe que les femmes ont formulées afin d'améliorer l'accès des immigrantes victimes de violence au système de justice pénale et aux services juridiques connexes.

II.5. SEXUALITY

Sexuality, in its most basic and encyclopedic sense refers to "sexual behavior in all sexual organisms. Human sexuality refers to the expression of sexual sensation and related emotional intimacy between human beings. (Wikipedia, the free encyclopedia)
"In its broadest sense **sexuality describes** the whole way a person goes about expressing themselves as a sexual being. It describes how important sexual expression is in a person's life; how they choose to express that sexuality and any preference they may have towards the type of sexual partner they choose. Human sexuality is a rich and complex area and rarely falls into neat categories or lends itself to simple labelling.
However, the word sexuality has come to also have a more limited meaning. Sexuality is now often defined by whether the gender of the sexual partners we choose is the same as our own or different. Some feel this more restrictive definition can create problems since it attempts to fit a complex, subtle experience into three or four simple categories. However it also offers solutions since it can give people who do not feel they share the major assumptions of the dominant heterosexual mainstream the voice, pride and sense of validation that comes from discovering an identity and a shared experience with others."
(*University of Scheffield, "Help and Advice" web page*).

For the purpose of this paper we may start the chapter by asking:
- How does sexuality impact on integration?
- Does migration to a new country change perceptions and expressions of one's sexuality?
- What is the relevance of gendered dynamic powers to intimate sexuality and how could women (including refugees and immigrants) feel empowered by taking control of their sexuality in their intimate lives?
- What kind of ideological and cultural values may be at play in discussing and exploring issues related to one's sexuality?

Relatively little research has been done on sexuality as it relates to refugees and immigrants. Some of the studies being done, however, point to the changing perceptions of sexuality among newcomers, particularly younger women.

For example, Hanassab has conducted several participatory research projects among Iranian youth in the US (1996, 1991). His findings indicate that young women (mean age of 23) who had left Iran at a younger age and stayed in the US for a longer period had "more liberal attitudes" toward sex roles and pre-marital sexual relations compared to the same category of women with a shorter period of study and older age at the departure time. His 1996 study indicates that the higher level of education among young women was also associated with having a more liberal view of sexuality.

Another study conducted among Iranians in the US compares attitudes of the adult population (both women and men) in Iran and the US and concludes that those residing in the US "expressed more permissive attitudes toward premarital sex and sex education, more tolerance toward homosexuality, and a greater acceptance of marital dissolution" (Shapurian, 1999)

In Canada, Shahidian (1999) has also found that migration profoundly affects concepts of sexuality and gender relations within the Iranian community. "One fundamental change in

gender and sexuality is the emphasis on individuality, which even among upper-middle class families creates discrepancies between real and ideal behavior […] Men and women construct and contest gender and sexuality through a critical reappropriation of their "past" and a creative redefinition of what is available to them by selective mix and match of 'traditional' norms and values with 'modern' options."

At another level of discussion, Alvadj (2005) looks at immigrant women's changing concepts of gender, fertility, and sexually as a result of migration. She establishes that:

"The political status of women in the society, expected sexual behaviors, desirable number of children, use of contraceptives, the status of abortion, existing social support for women, all these elements create a framework of reproductive behaviour of a fertile female body in a given culture. Within that framework, not only have the women been trained to think, feel, and behave in order to meet cultural expectations, but also, to resist them and use them for their own empowerment."

She then argues that "After immigration to Canada, a modern society, where the omnipresent communal involvement is replaced by a highly specialized, institutionalized, impersonal, short-term and often biased intervention, the immigrant women from Africa, Haiti and the region of Kurdistan, involved in this study, confront a different cultural ideology. In a fast track process, they are forced to question their adequacy as women and persons in the new society. They have to find the compromise between their past and present experience and redefine their understanding of gender and fertility. They have to resolve the disparity between their complex life circumstances and cultural surrounding, often ignorant to these circumstances."

Alvadj addresses the need for the programs that would meet the integration needs of immigrant women not only in language and employment training but in a cross-cultural reference to female fertility.

Sources:

Alvadj, Tatjana. *Immigrant Women and Fertility: Rights and responsibilities:* A thesis submitted to the faculty of Graduate Studies and Research in partial fulfillment of the requirement for the degree of Master of Arts. Department of Anthropology. Edmonton, Alberta. Fall 2005.

Hanassab, Sh. et al. "Sex roles and sexual attitudes of young Iranian women: Implications for cross-cultural counselling: Social Behaviour and Personality", 24 (2):185-194, 1996.

Hanassab, Sh. "Acculturation and young Iranian women: Attitudes towards sex roles and intimate relationships", Journal of Multicultural Counselling and Development, 9 (1) :11-21, 1991.

Shapurian, R. et al. Premarital sexual, child rearing, and family attitudes of Iranian men and women in the United States and in Iran. Journal of Psychology, 133 (1): 19-31, Jan 1999.

Shahidian, Hammed. "*Gender and sexuality among Iranian immigrants in Canada,*" Sexualities, 2(2):189-223. 1999.

University of Scheffield. *Sexuality: Introduction*
http://www.shef.ac.uk/counselling/advice/sexuality. (page "Help and advice")

Further reading:
Espiritu, Yen Le, 2001. "We Don't Sleep Around Like White Girls Do": Family, Culture, and Gender in Filipina American Lives. *Signs: Journal of women in Culture and Society* 26(2): 415 - 440.

II.7. SETTLEMENT SERVICES & POLICIES: AN OVERVIEW

Under each of the previous six chapters we included some of social and settlement services that are offered to refugees and immigrants either in specific areas such as employment, or in a combination of areas such as job search, language training, legal education, etc. In this section we will examine some of the studies that critically review and evaluate the existing settlement services and policies. We will seek answers to the questions:

- What are some of the gaps in the existing settlement policies and practices?
- How could gender-sensitive settlement policies and practices be achieved?

Need assessment and policy recommendations

• Damaris (2004) has conducted an analytical study that focuses on the role of social networks and how the process of settlement/integration is negotiated by the newcomers. The study comes up with the following set of recommendations towards meeting the **public policy support needs**:

- Help newcomers to both maintain social networks and diversify those networks
- Ensure stable, affordable housing for all recent refugees and immigrants and reduce severe housing stress.
- Foster inclusionary experiences of daily life at the neighbourhood scale by improving, for example, access to public transportation system.

In addition, the study maintains that:

- Gender is a cross-cutting dimension that public policy support should always consider.
- On the other hand, (re)settlement is substantially women's work.
- Yet women are more likely than men not to speak either official languages
- Therefore, **women need policy support** that:
    o Facilitate access to decent job, and mainstream institutions
    o Safe and affordable child care
    o Greater access to official language training, and
    o Training allowance

Shortcomings in the delivery of settlement services

• The study conducted by Shire and Coomarasamy (1988) is an example of the studies that focus on the shortcomings of services as they affect women. The study focuses on women and children of twenty Tamil and Somali refugee women and the role of the host society (Quebec). The availability of housing, language training, daycare, employment, and re-training are crucial to adaptation to this society. The study reveals the failure of Quebec's social services to deliver adequate services to refugee women.

• Ng 1998's study of the Canadian **State's funding structure** in relation to community groups has been widely cited in the literature. The following are the highlights of this study:

- The author examines the triangular relations between a voluntary non-profit employment agency, the Canadian state, and the non-English/French speaking immigrant women clientele.
- The author argues that despite the fact that the agency understood their work as one of advocacy and support to these women, the state's funding requirements and procedures was of such nature that after some time the agency came to take a contradictory character vis-à-vis immigrant women.
- For example, as a result of an increase in funding and expansion of services, there was "a persistent tension between the provision of services to clients and the raising

- demands for producing documentary materials, from time sheets recording the counsellors' working hours to statistical and case records on clients."
- Therefore, in spite of themselves, the agency staff in effect helped maintain the status quo and reproduced oppressive behaviour and structures that put women in a lower economic class.

Issues of LGBTQ refugees and immigrants

In the existing settlement policies and practices, as well as in the literature that examines these policies and practices, there is an insufficient attention to the specific challenges that LGBTQ new-arrivals might face and the ways that settlement services could be responsive to these specific needs.

O'Neill (1999) has conducted research entitled *Social work with gay, lesbian and bisexual members of racial and ethnic minority groups*. As implied in the title, this work addresses issues particular to these groups within "social work" in general. Nevertheless, the study is useful in making the following points:

- Gay and lesbian people of racialized communities face multiple oppression in Canadian society: they might be targets of homophobia and racism by the larger society; at the same time, they might be rejected by the gay and lesbian community of the host society (on the basis of discrimination and racism) as well as by their own racial community.
- As such, these groups have social service needs related to discrimination as well as to cultural adaptation.
- "However, there is evidence that social services are insensitive to clients who are members of both ethnocultural and sexual minority groups." (1999: 85)
- A number of recommendations are offered to make social services responsive to the needs of these groups. Some of these recommendations are:
    - o Make social service counseling a safe and open environment for any discussion of differences of culture, race and sexual orientation.
    - o Provide "coming out"[7] groups specifically for members of ethnocultural minorities.
    - o Educate practitioners, advocate for inclusion of sexual orientation in human rights codes, and alter the existing policies and programs in a way to be inclusive of these differences and needs

The SWIWMPCC study (2002) has summarized a number of issues and gaps within the settlement policies and practices as following:

- "Women admitted in the **"family class**" immigration category are deemed not to be "breadwinners" in their household and consequently are ineligible for the childcare and training allowances offered to immigrants who enrol in English/French language courses. This further limits their employment options and reinforces dependency on the husband's income."

---

[7] "Coming out" entails recognizing attraction to members of one's own sex, participating in same sex behaviour and emotional relationships, revealing gay or lesbian sexual orientation to others and attaining a feeling of comfort with this identity. (Lee, 1992, cited in O'Neil, 1999: 81)

- "Continued use of the designation **"head of household**" - usually meaning a male - reinforces unequal domestic relations within households. In such cases women may be less likely to know of or take advantage of their rights within Canada. Women who are sponsored by a male relative have restricted access to mainstream social services (for 10 years in most provinces, 3 years in Quebec) and are thus more vulnerable to domestic abuse". [To be noted that federally spousal sponsorship was reduced to 3 years in June 2002.]
- "Women remain the key link between children and major social institutions such as schools. At the same time, services that target immigrant and refugee women often do so only in their capacity as mothers, and do not address women's **broader integration needs.**"
- "**Settlement service workers**, or those who provide services to recent immigrants and refugees, consist largely of women of colour from immigrant backgrounds. Many settlement workers have professional training before coming to Canada, but their skills and experience are unrecognized. Thus settlement work tends to be poorly paid and insecure. A racial hierarchy is evident within major settlement service organizations, with women of colour under-represented in top management positions."
"**Funding** to community-based non-profit settlement agencies is often precarious. Settlement agencies spend considerable time and energy piecing together funding in order to provide services, and navigating through narrowly-defined funding agency demands and regulations that do not always reflect community needs." (SWIWMPCC, 2002)

More questions to explore:
- What type of additional settlement services should be developed to address the issues faced by LGBTQ refugees and immigrants? Why is a critical examination of this topic so scarce in the existing literature?
- "Settlement services are generally available for the first three years after immigration. Is it realistic to assume adequate "integration" has been accomplished in that time period? Does this vary by gender? Should governments make subsidies available for a longer time period for some settlement services?" (SWIWMPCC, 2002)
- "How does the long period of uncertain legal status faced by refugee claimants affect women's and men's settlement process? What settlement assistance services should be provided to refugee claimants upon arrival? What services should be offered after their claim has been approved and while they are awaiting permanent resident status?" (ibid)

Sources:

Damaris, Rose. *Immigrant Settlement Strategies and Support Needs in Canada's Major Cities: Some Policy Issues*. Presentation to "What Makes Good Public Policy in Canadian Municipalities' conference", Ottawa, 28-29 Oct, 2004. Available in Power Point format at www.ceetum.umontreal.ca

Ng, Roxana. *The Politics of Community Services: Immigrant women, class and the state*. Toronto: Garamond, 1988.

O'Neill, B. J. *Social work with gay, lesbian and bisexual members of racial and ethnic minority groups*. In G. Lie & D. Este (Eds.), Professional social service delivery in a multicultural world. Toronto: Canadian Scholars Press. 1999: 75-91

Shire, Safia and Coomarasamy, Sudha. *Somalian and Tamil refugee women in Montreal*: Twenty case studies.1988.

CONCLUSION

Understanding gender and gender-based analysis
An understanding of gender entails recognizing that in each and every domain of life there are socially constructed roles and responsibilities assigned to the two sex categories of "male" and "female". It also requires that we recognize that our tendency to divide the world into "male" and "female" does not adequately reflect the reality. For some people at least, self-identification and self-definition with respect to their gender do not fit neatly into the two categories of male/men and women/female.

An understanding of gender also entails recognizing that gender roles and relationships are not static: they change over time and differ from society to society. Within a specific time and place, gender roles vary depending on many other factors such as age, racialization, social and economic class, ability and sexual orientation. Gender roles also tend to change as a result of major life-experience upheavals, such as displacement and migration to a new country.

Applying a gender based analysis in settlement sector means: a) recognizing these differences and diversities b) taking these differences into account in the process of settlement intervention and policy designs; and, most importantly, c) working towards a solution in resolving the perceived shortcomings in how we respond to the settlement needs.

Existing settlement services, as well as the studies conducted on various dimensions of settlement practices and policies, address a number of the issues and needs of refugee and immigrant women. This is relevant because, as numerous studies have established, women in general and refugee and immigrant women in particular are almost always in a position of disadvantage and subordination[8]. Therefore, efforts are made to remedy this situation in order to work towards gender equality.

However, in this paper we have tried to demonstrate that *Gender based analysis cannot be accomplished by focusing only on the issues and needs of refugee and immigrant women* because:

   a) *Gender roles apply to everyone, not just women and girls.* Men and boys also face expectations that may represent a burden for them, such as the expectations that they will provide for the material needs of their family, that they will be the head of the family or that they will not have deep emotional needs. Men and boys may also in some circumstances face particular disadvantage and discrimination. For example, in the wake of the events of 9/11 in particular, Muslim men have become targets of unprecedented discrimination, even more than their female counterparts. In addition, as some studies have indicated certain groups of men may encounter greater difficulty than women in adjusting to new society where their sense of self-worth and authority is being jeopardized.

---

[8] Many scholars, including Boyd (1999), have justifiably argued that different groups of refugee and immigrant women are in a position of disadvantage relative to men in all levels of displacement - be it those women in flight, in search of protection, or those settled or resettled in the host country.

b) *Gender involves the relations between men and women.* Even if the objective of a settlement intervention were to enhance the position of refugee and immigrant women in their families and in society, this goal cannot be achieved by focusing only on women's challenges, because men are involved in creating that position and will be affected if it is changed. To take a mundane example, if women are no longer to take sole responsibility for household chores, men will necessarily have to assume a larger responsibility in this area. In a more complex example, we can consider the area of domestic violence, where the victims are usually women. In chapter II.3, we saw that several studies have linked the incidence of male aggression to their sense of disempowerment, which is caused in turn by their economic, professional and social downward mobility. In this case, men's particular challenges should be addressed and resolved if an equal gender relation in the household is to be reached.

Furthermore, we should bear in mind that LGBTQ newcomers arguably face more obstacles than women and men in the process of their integration, and in accessing employment, health care system, etc. As indicated by a limited number of studies on the topic, these groups may face multiple and complex oppression related to their sexual orientation and/or gender identity and their race and ethnicity. These studies show that the particular needs of LGTBQ new arrivals in various areas of services are not being addressed or met. (Safra, EGALE Canada, O'Neill 1999).

Understanding and applying intersectionality
The refugee and immigrant population is not a homogenous group. Experiences of refugee and immigrant women and men are differentiated not only by gender but also by a set of socio-economic and cultural factors. These experiences are further differentiated by individuals' age, political background, sexual orientation, gender identity, religious commitment, disability, length of time in Canada, and how they entered to Canada. The settlement sector should take these differences into account when developing and applying GBA tools. It is also important for us to ask whether we are unknowingly replicating or reinforcing discrimination against certain groups, by not adequately taking into account the different experiences of people we serve.

None of the studies introduced in section 2 addresses all differing dimensions of refugee and immigrant experiences – and indeed no single study can realistically do so. However, even when a study or research is looking at the "patterns" and even if it does not intend to explore all the differentiating factors, it still needs to acknowledge and be aware of these differences. The studies that were listed in this paper along with the questions that were raised throughout reviewing these studies shed light on the areas that the settlement sector can and should look closely at when developing GBA tools.

For example in the literature compiled in this paper, there are a few studies that address differences among ethnic groups, but much fewer studies engage in differences within a given ethnic group. In the area of settlement work, it is crucial not to lump people together, and make assumptions of that they will have similar past experiences and present needs. Even people coming from the same place, and speaking the same language, may have very different needs, based on factors such as age, class, education, experiences of trauma, when they left the country of origin and what motivated their move to Canada.

Developing appropriate GBA tools in settlement
Developing GBA tools in settlement (and any other) sector is about asking the right questions
in a systematic and organized way, having in mind the purpose for undertaking such analysis.
In this light, we will clearly see that this paper does not prescribe a tool but provides a
direction and guide as how to develop a GBA tool by asking questions in various stages of
tool development.

We learnt that a GBA should be conducted as a process and through a series of steps, namely
"need assessment", (and "research"); "framework development"; "use of information" and
"evaluation". We also learnt that for each step a set of clearly worked out questions should be
raised in order to help remain focused on the topic and explore responses to these questions.
Different sectors have developed different tools or frameworks as a way to formulate
questions that are most pertinent to their specific objectives and in order to organize the
collected information (some known frameworks discussed in this paper are Harvard
Framework and **Gender Analysis Matrix).**

The questions that were raised throughout this paper, particularly those raised in I.2, "Gender-
Base Analysis", and all chapters in section II., provide some examples of the kind of
questions that need to be raised in different stages of developing GBA in settlement sector.
For example, in the first stage of GBA, "assessing the issue" we can include questions such
as: What are we trying to achieve by undertaking a GBA in a settlement intervention? Do we
want to assist the integration process while taking gender into account as an essential factor,
and/or do we want to support transformation of gender relations?

The questions that were raised under each category of research in section two (but were not
necessarily answered) can also be used in the "research" stage; they can facilitate identifying
research needs and encourage more research into less known areas.

Finally, the questions raised can pinpoint those aspects of settlement issues which tend to be
overlooked in the day-to-day settlement practices and in the longer process of policy
development. The following and other similar questions may help us to reflect on the
diversity of newcomers' needs:

  - What particular barriers do disabled refugee and immigrant face in their economic
    integration in Canadian society?
  - Which groups of men are more likely to find themselves disempowered as a result of
    migration?
  - How are the experiences, needs and barriers faced by newcomer adolescents and
    second-generation youth of different communities different from those of their
    parents?
  - What barriers to health care access and to economic integration exist for elderly
    women? For particular groups of men and women such as survivors of torture and
    war? For people with marginalized gender identities?
  - How may the length of time residing in Canada, immigration status, and the way
    people entered Canada be relevant to their experiences of settlement?

Sources:

Safra Project, (2003) "*Identifying the difficulties experienced by Muslim lesbian, bisexual and transgender women in accessing social and legal services*"
http://www.safraproject.org/Reports/

> Abstract: The booklet highlights the issues that Muslim LBT women face and the need for better access to appropriate social and legal services in the UK. Taking into account intersectionality, it argues that the existing social services and government policies tend to protect the traditions, failing to recognize the specific needs of marginalized groups within communities, in this case the experiences of Muslim lesbian, bisexual and transgender women.

EGALE Canada. 2001. *The Intersection of Sexual Orientation & Race: Considering the Experiences of Lesbian, Gay, Bisexual, Transgendered ("GLBT") People of Colour & Two-Spirited People*. A Research Paper prepared by Wayne van der Meide.

> "The research included an extensive review of published and unpublished material on the subject, interviews with organisations serving the needs of LGBT people of colour and two-spirited people, and a survey of LGBT people of colour and two-spirited people. The final paper concluded that "Substantial efforts must be made to challenge the oppression of GLBT people of colour and Two-Spirited people as people, not a collection of separated issues. This, of course, necessitates that all aspects of their identity and all sources of the oppression they face be considered and challenged. Until this happens, GLBT people of colour and Two-Spirited people will only have partial access to justice, dignity and equality, they will gain nothing more than the status of equality without being equal."

O'Neill, B. J. *Social work with gay, lesbian and bisexual members of racial and ethnic minority groups*. In G. Lie & D. Este (Eds.), Professional social service delivery in a multicultural world. Toronto: Canadian Scholars Press. 1999: 75-

91.■