

## **Refugee Study - 1998**

### **Interviewer's Handbook\***

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\* Note: This file does not contain certain parts (present in the hard copy of the Handbook), such as forms, log sheets, scaled response sheets in foreign languages and specific safety instructions for the interviewers. If you are interested in any of these, please contact PCERII.

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## **DESCRIPTION OF THE STUDY**

Despite the long history of destining newly arrived refugees to small communities in Alberta, there is no scientific information on how well these refugees do in adapting to the new environment. Anecdotal evidence suggests extreme variations in how refugees adapt in the five selected communities, and in whether they choose to remain in these communities or move to Edmonton, Calgary, or elsewhere in Canada. Reportedly, an undetermined number of refugees in the selected communities do not complete their first year of settlement in Canada in their first placement, preferring to move to other locations while others remain for relatively long periods of time.

### **Purpose**

The purpose of this study is to explore the settlement experiences of refugees who have been destined to five smaller centres in Alberta in the past 6 years (1992 - 1997). At the request of the Alberta Government, Citizenship and Immigration Canada has been destining refugees to settle in Calgary, Edmonton, Fort McMurray, Grand Prairie, Lethbridge, Medicine Hat and Red Deer. The focus of this study is on refugees who have been destined to the five smaller centres (Fort McMurray, Grand Prairie, Lethbridge, Medicine Hat and Red Deer), as well as on refugees in Edmonton and Calgary who will be compared with refugees in the smaller communities.

### **Research Partners**

The study is being administered by the Population Research Lab and directed by three co-principal investigators with extensive experience in immigration-related research and surveys of various kinds:

- Dr. Baha Abu-Laban, Prairie Centre of Excellence for Research on Immigration and Integration
- Dr. Tracey Derwing, Associate Professor, Department of Educational Psychology
- Dr. Harvey Krahn, Professor, Department of Sociology

### **Research Design**

This project consists of five separate but inter-related components:

1. Literature review of previous research (in Canada and elsewhere) on the geographic mobility of recent immigrants (including refugees).
2. Interviews with placement officers, and other social service, education, and related administrators in host communities. ( approximately 70)
3. Interviews with a sample of refugees settled in the five communities and with a “control group” sample of refugees settled in Edmonton and Calgary. (approximately 840)
4. Public opinion surveys in the host communities, in other similar size Alberta communities, and in Edmonton and Calgary (approximately 1100)
5. Analysis of Census data and other official statistics regarding ethnic, immigrant, and language status of the host communities, as well as their labour market characteristics, in comparison with larger urban centres like Edmonton and Calgary.

In summary, this research will provide a comprehensive description of the factors effecting the integration of refugees in Alberta (in both small and large centres). The findings will have clear implications for refugee settlement policy in this province, and may provide directions for settlement of both refugees and other immigrants in the rest of the country as well.

## **REFUGEE INTERVIEWS**

### **Overview**

These interviews focus on a wide range of issues pertaining to the settlement experiences of refugees, and on the reasons why they choose to stay or leave the five smaller centres in Alberta. The following inter-related research questions are addressed:

- How many refugees (and their families) stay in the communities they are initially sent to, and how many leave?
  - Do some of these five communities retain refugees longer than others?
  - Do higher proportions leave these communities, compared to refugees who initially settle in larger centres like Edmonton and Calgary?
  - Do similar proportions of privately and publicly sponsored refugees stay or leave these communities?
- Among refugees who leave, how long do they stay in their initial settlement before leaving?
  - Where do they typically go?
  - Do they stay in the next community in which they settle, or do they typically move again?
- Why do refugees leave these communities?
  - Do refugees with families stay longer or leave sooner?
  - Do younger or older refugees stay longer?
  - Do refugees who settle in communities where others from their original homeland are already living stay longer?
  - Do local economic conditions play a part or, in other words, are the rates of leaving lower when local labour markets offer more employment opportunities?
  - Do refugees encounter more difficulties (or perceive to encounter more difficulties) accessing services in these communities?
  - Do refugees encounter (or perceive they encounter) a less welcoming reception from other local residents in these communities?

### **Design**

Survey instruments include a youth / adult (ages 15 - 21) and an adult questionnaire (ages 22+). The adult questionnaire will be used for all participants who are 22 years of age or older on December 31, 1998. The questionnaire includes both determined response and open-ended questions.

## Contact & Interview Appointments

- Citizenship and Immigration Canada has provided a listing of all refugees destined to Alberta between 1992 and 1997. This list includes names, addresses, phone numbers and birth dates.
- Addresses and phone numbers were updated and confirmed by using phone directories, and through the assistance of service agencies.
- Phone contact and interview appointments will be carried out by the PRL. At least two locations for interviews will be determined in each community. If interviewees prefer, interviews may be carried out in their homes.
- Letters confirming appointment time and location sent to each participating interviewee.
- Interviewers will call and confirm appointments one day prior to interview.

## Timelines

July 8	9 a.m. - 4 p.m.	Interviewers will pick up study materials and complete pre-training exercises. <i>(Interviewers will be paid for 3 hours)</i>
July 9	9 a.m. - 4:30 p.m.	Interviewer training (Location Tory Building 5-15)
July 12		Team 1 - travel to Medicine Hat <i>(time to be determined at training)</i>
July 15		Team 2 - travel to Lethbridge <i>(time to be determined at training)</i>

Schedules for other centres to be determined as interviewees are located. Interviewing will begin in Medicine Hat and Lethbridge, followed by Red Deer and Calgary.

## ACCOMODATION & TRAVEL

Where possible, accommodation has been arranged at residences of post-secondary educational facilities. These locations give interviewers a setting where they will have their own private bedroom, but will share a living room and kitchen with their team. Some units have self-contained laundry facilities, as well as kitchen utensils. Interviewers will be informed as to the amenities at their location prior to leaving for their assignment. Telephone service will be arranged for each unit wherever possible. Any private long distance calls may be made at nearby pay phones or by using a personal calling card. Private long distance calls may not be billed to the residence phone number.

Cost for accommodation and travel are paid directly by the PRL. Meal allowances will be paid on a per diem basis and do not require receipts. Meal allowance is \$36 per day with the breakdown as follows:

Breakfast	\$8.00
Lunch	\$8.00
Dinner	\$20.00

On the day of departure for assignment, interviewers will be given an advance on their meal allowance. If an interviewer returns or terminates employment, all ineligible meal allowance monies will be returned to the PRL.

Each team will have one University of Alberta vehicle. Anyone who is willing to drive must register with the rental office, presenting valid driver's license. Insurance is covered by the PRL but any driving infraction costs are the personal responsibility of the driver.

When interviewers are required to use their personal vehicle to drive to in-home interviews, they will be reimbursed at a rate of \$.25 per kilometer. Please indicate kilometers along with the travel time on your Interview Daily Log form (IF1).

Parking costs while working are reimbursed by the PRL. Please save receipts, or, if you are parking at a meter, record the time and location on your Interview Daily Log form (IF1).

## **QUALITIES OF A GOOD INTERVIEWER**

1. *Be natural* - The Interviewer must not express his/her own attitudes or knowledge, criticism, shock, surprise, approval or disapproval of any response given.
2. *Be courteous, friendly, and conversational and uncontroversial.*
3. *Be accurate* - The Interviewer must ask the questions according to the format given, record the answers **WORD FOR WORD**, and follow all instructions precisely. The Interviewer should not omit or add questions, and must follow skip patterns as outlined.
4. *Be focused* - The Interviewer must gently keep the respondent on topic and answering the survey questions.
5. *Be positive* - The Interviewer must be prepared to address respondent concern or reluctance, and present the value of participating in the survey.
6. *Be neutral* - The Interviewer must not offer suggestions or advice.

## **INTERVIEWER RESPONSIBILITIES**

1. To pick up training package and complete home study.

2. To attend training session and become familiar with Interviewer's Handbook, survey questionnaire, and applicable forms.
3. To take an Oath of Secrecy.
4. To confirm appointments by phone the day before scheduled interview.
5. To be at interview location (either respondent's home or assigned location) and prepared to begin interview by the agreed time.
6. To explain the purpose of the study, ensure confidentiality, and encourage participation.
7. To interview respondent and accurately record all responses.
8. To edit completed questionnaire and confirm complete form.
9. To issue and have respondent sign for \$20 on completion of interview.
10. To daily submit completed and edited forms and log sheet to Supervisor.
11. To inform Supervisor immediately if unable to work.
12. To inform Supervisor immediately of any problems that might emerge in the field.
13. To ensure that no unauthorized persons have access to the questionnaire.
14. To return all used and unused forms, questionnaires and handbook to Supervisor.

### **SUPERVISOR RESPONSIBILITIES**

1. To train interviewers.
2. To distribute supplies to interviewers.
3. To arrange housing and travel for interviewers.
4. To ensure that interview appointments are set.
5. To orient interviewers to their working community.
6. To distribute and account for respondent gratuity.
7. To provide field support and assistance to interviewers.

8. To liaise with supporting community agencies.
9. To complete on-site checks on progress and quality of interviewing.
10. To receive log sheets and maintain records for interviewer remuneration.
11. To lead team meetings as required.
12. To complete on site checks on progress and quality of interviewing.
13. To randomly edit completed forms for quality control purposes.
14. To receive log sheets and maintain records for interviewer remuneration.

## **PERSONAL SAFETY**

While we do not anticipate any risk to your personal safety, it is important to think about safety and be as safe as possible at all times. The following suggested guidelines are for your security and safety.

- When you are at an in-home interview always be sure that your supervisor and one co-worker know the address, phone number and name of the respondents at the home you are at.
- Be sure that your supervisor and one co-worker are aware of the interview time(s) and your expected time of arrival back at the job-site or residence.
- If you are unsure or uncertain about going to an interview alone speak to your supervisor about this concern.
- If you are conducting an interview and you do not feel safe or comfortable, end the interview and leave.
- If you have a cell phone that you would like to bring with you, please do so.

Portions of a brochure on personal safety are included with permission from the Edmonton Police Service Crime Prevention Unit.

## **RESPONDENT QUESTIONS**

Although it is impossible to anticipate all questions the following frequently asked questions and possible answers are provided to assist interviewers in preparing for their task.

Q. Is there a legal requirement to take part in this survey?

A. There is no legal requirement, but your opinions are very important for Citizenship and Immigration Canada in planning for future refugee settlement in Canada.

Q. Why do they need all this personal information?

A. Personal questions about settlement experiences are asked to determine the needs of refugees in your community. Citizenship and Immigration Canada will then be able to plan for services that best meet refugees' needs. No individuals can be identified with the data collected. Information is provided only on a group basis.

Q. How do I know the information will be kept confidential?

A. I have signed an oath of secrecy for which I am legally responsible. Also before any information is analyzed, the respondent's names are removed from the questionnaires.

Q. How was I chosen?

A. Citizenship and Immigration Canada provided a list from which names were randomly selected.

Q. How long will it take?

A. It will take approximately 1.5 hours.

Q. Get someone else, I don't know enough about that to answer your questions.

A. Each person's settlement experience is unique and important. There are no right or wrong answers and you may choose not to answer a question if you don't know or don't want to.

Q. That's ridiculous. What kind of a question is that?

A. This question may not seem valid to you. The questionnaire is designed for a wide range of people and some of the questions that seem ridiculous to you may be appropriate for others. If you do not wish to answer this question we can proceed to the next one.

Q. Do I have to report the \$20 you are giving me as income?

- A. The \$20 is meant to cover your expenses of participating in this interview and should not be reported as income.

## INTERVIEWING PROCEDURES

1. Present the introduction and explanation of the survey as outlined on your information sheet.
2. Read each question as it is written and in the order in which it appears on the questionnaire. While questions may be reworded for better understanding, it is important to begin by reading each question as written and if rewording, be neutral.
3. Have a slow reading pace - about 2 words per second. Normal speaking is much too fast for interviewing.
4. Begin writing when the respondent begins speaking. Don't wait. If you can't get the response written by the time the person finishes, ask for time and get clarification where needed.
5. The questions may contain terms for which the respondent needs clarification. Refer to the Glossary of Terms in this handbook to ensure consistent explanation to respondents.
6. Some tips on keeping people on topic:
  - a. Do not cut off conversations too eagerly. The brief discussion initiated may include information that the respondent deems valid and which is consequently important to the research.
  - b. Long or frequent conversations that are off-topic should be **tactfully** discouraged.
    - Bring the respondent back on topic by relating what he/she has been saying to the questions or topic on the questionnaire.
    - Long personal anecdotes may be shortened by discerning the ending and thus eliminating some of the details.
    - If nothing else works, use direct interruption. Tell the respondent that you will be happy to talk with him/her after the completion of the interview if time allows.
7. Probes - These are questions or phrases used by Interviewers to obtain specific and complete responses which satisfy the question objectives. *Only by knowing the question objectives can you recognize an inadequate response. Know the questionnaire well and be prepared to provide appropriate probes when necessary.*

### Types of Probing:

- a. A *brief assertion* of understanding and interest. This should communicate that the Interviewer expects more information.
- b. An *expectant pause* allows the respondent time together his/her thoughts.

- c. *Repeating the question* may allow the respondent to discern the type of answer required for the question.
- d. A *neutral question or comment* requires the Interviewer to recognize just how the respondent's answer has failed to meet the objectives of the question. The Interviewer must then formulate a neutral type of question to elicit the needed information.
- e. *Asking for further clarification*: be sure to intimate that it is you who has failed to understand. (Example - "I'm not quite sure I know what you mean by that - could you explain further?")

## **GRATUITY DISBURSEMENT**

Each day interviewers will sign out the required amount for their interview appointments (Gratuity Sign-Out – SF2). Each interviewer will sign for the amount they receive.

At the completion of each interview the interviewer will disburse \$20 to the respondent. Each respondent will sign for the \$20 received (Respondent Gratuity – IF2).

When a family member or friend assists by providing translation, that person is eligible for a \$20 payment. This arrangement will be made at the time of booking the interview appointment. Both the respondent and the translator will receive \$20 and must sign for this amount on the Respondent Gratuity form. Interviewer will also make note of the extra payment on the Post Interview Question portion of the Questionnaire.

## **EDITING PROCEDURES**

The purpose of editing is to make the responses understandable to the coders and to complete comments given by the respondent and interviewer. To obtain the highest possible accuracy for the survey you must review each form twice.

### 1. Immediately Following Interview

- Be sure that all questions have a recorded response or reason why not answered.
- Be sure all skip patterns have been correctly followed.
- Ask respondents for clarification on any missed information.

### 2. Prior to Submitting Questionnaires

- Second review to determine if all questions have been answered and skip patterns correctly followed.
  - Add words you may have left out. Convert all non-standard abbreviations into words so coders can understand your writing. Make all words legible. - -
- Complete the information on the back of the questionnaire.

Your supervisor will be carrying out random edit checks for quality control purposes.

## **MISSED APPOINTMENTS**

Please record any missed appointments on the Missed Appointments form (SF3) as soon as possible during the day or in the evening. Missed Appointments forms will be available at all on-site interviewing locations.

Any missed appointments will be followed up by phone to rebook a new time. If the first appointment was booked for a public location the respondent will be asked if they would like the interviewer to come to their home. All missed appointments should be followed up on the same day.

## **LATE APPOINTMENTS**

When a respondent arrives late for an appointment, and the assigned interviewer is unable to complete the interview prior to the next appointment, another interviewer or supervisor, with adequate free time, will complete the interview. If there is no available interviewer, the appointment will be rebooked.

## **REFUSALS**

All respondents have agreed to participate in this study.

Should a respondent refuse to participate at the time of appointment, the interviewer will attempt to explain the importance of participation.

If the respondent still does not wish to participate, try to determine their reason and work to accommodate their needs. The respondent may not be comfortable with the gender of the interviewer or the location of the interview.

Although a respondent may have agreed to participate in an English interview he/she may no longer be comfortable with that arrangement and may require that the interview be conducted in his/her first language. The interviewer will arrange to rebook the appointment at a time when the respondent's language needs can be accommodated.

If you are unable to persuade the respondent to participate in the study, complete a Refusal Report form (SF3). Submit this form to your supervisor as soon as possible.

## **DAILY LOG SHEETS**

You must complete an Interview Daily Log forms (IF1) and turn it in to your supervisor on a daily basis. This form is a summary of your work day and will be used to calculate your pay. Please note that travel time is paid for travel to each respondent's residence but not from your place of residence to the work site. Travel time will also be paid from your home community to another city that your will be working in.

Your signature on this form, indicating the number of completed forms being submitted, serves as a record of where the completed forms are being held..

It is important to complete this form on a daily basis to keep an ongoing record of your progress.

## **REMUNERATION**

### **Training Hours**

- All training hours will be paid at a rate of \$15.00/hour (plus 4% vacation pay)
- Interviewers participating in July 8/9 training will receive 4 hours payment for the home study and 6.5 hours for in-class training session.

### **Interviewing Hours**

- Interviewers will be paid for both interviewing and travel time at a rate of \$15.00/hour.

### **Great Suggestions from the Training Session!**

1. If you are interviewing parents and youth, try to interview the parent(s) first. This shows courtesy and respect for the parents and may also make the parents more comfortable with you interviewing their child.
2. If a respondent is unclear about their birth date, ask them for the birth date listed on their official immigration records.

## Glossary

**First language:** language first learned in childhood. If respondent acquired more than one language at this time, record all languages.

**Ethnic origin:** commonly referred to as culture of heritage, and in some cases, tribe (if appropriate).

**Country of birth:** record country of birth as respondent states, even if country no longer exists.

**Family:** immediate family members, as defined by the study include: mother and father ( or step-mother, step-father), brothers and sisters. Other family members include aunts, uncles, cousins and grandparents. Most questions concern the *immediate family*, unless otherwise stated. Mahs Association and Singhs Association are considered cultural organizations and not family. Personal contacts and friends from homeland are not family for the purposed of this study.

**High school program:** includes several streams.

-*Academic* stream leads to university, as does *international baccalaureate (IB)*, the latter contains some university level courses in high school.

-*Vocational/career & technology studies (VOC.ED, CTS)* is the high school program that introduces training in trades such as cosmology, commercial cooking, office work, etc. This program provides preparation for entry into college or technical schools.

-*Integrated occupations (IOP)* is a program that combines high school courses and work experience. Students in this program get more specialized training in a field and they may continue to a technical college once graduated.

**Guidance counselor:** a person at school who is specifically trained to help young people with various problems. Often this means giving them advice about post-secondary education and careers or helping students choose classes that best suit their future endeavours. However, for refugees, this may also include help finding appropriate language training courses. As well, guidance counselors help newcomers adjust to the school system.

**LINC:** Language Instruction for Newcomers to Canada. This is the language class that is offered for free to newcomers who have very low proficiency in English. It is the class that leads up to other ESL courses.

**Post-secondary education:** education obtained in order to practice a profession or trade. This includes both university, college and technical type education.

**Canada Host Matching program:** a federal government program that provides refugees and immigrants with a Canadian host volunteer who will help guide them through settling in their new community.

**Government sponsored refugee:** a refugee sponsored to come to Canada by the federal government.

**Privately sponsored refugee:** a refugee sponsored by an organization such as a church or community group.

**3-9 program:** a refugee sponsorship program where the first three months of sponsorship are provided by the government and the remaining nine months are provided by a private (non-government) organization, or by individuals.

**Orientation:** a service provided to refugees and immigrants upon arrival. It is intended to introduce them to Canada and their new community.

**Settlement agency:** an organization that provides services *exclusively* for immigrants and refugees. These agencies help immigrants and refugees find housing, employment and often provide access to language classes. They have consultants and often translators for help with legal matters and filling in forms. These organizations are usually non-profit, non-government agencies (such as the Mennonite Centre for Newcomers, Catholic Social Services). Federal Government departments usually fund settlement agencies; they also provide some services.