Access to Technology

For Service Providers and Newcomers during COVID-19

REPORT PREPARED BY

THE SYSTEMIC ISSUES AND SOCIAL CHANGE WORKING GROUP
THE TORONTO SOUTH LOCAL IMMIGRATION PARTNERSHIP

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TABLE OF CONTENTS

02 Executive Summary **19** Discussion and Findings

04 Introduction 24 Policy Recommendations

05 Background 28 Conclusion

Methodology

Appendix A - Responses to Service Providers Survey

Survey for Service Providers

Appendix B - Responses to Newcomers Survey

14 Survey for Newcomers



Executive Summary

Lack of equitable access to technology has been a long-standing issue for vulnerable and marginalized populations including newcomers, and along with other equity issues has been exacerbated by the COVID-19 pandemic. It is now more critical than ever as:

- Many settlement services are being delivered virtually;
- Some remote supports require online applications;
- Newcomers are working from home;
- Newcomers are being asked to participate in distance language learning (LINC, ESL classes) and workshops;
- Family and friends have a need to maintain social connections through web based communication tools while physically distancing from each other.

This report outlines how the transition to online service delivery by government and community agencies has impacted newcomers, especially those in vulnerable situations, with the intent that findings be used to inform policy and drive social change.

The Toronto South Local Immigration Partnership (TSLIP) will also seek new partnerships and collaborations in an effort to close some of the accessibility gaps that may emerge from this needs assessment.





The report is based on results from two online surveys (one for service providers -SPOs- and one for newcomers) supplemented by phone interviews with newcomers who have been unable to access remote services.

All research was completed between July and September 2020, and targeted newcomers and service providers within Toronto.

The data collected confirmed that a discrepancy exists between newcomers who have access to information and communication technologies and the benefits they provide and those who don't.

As a way forward, TSLIP will advocate to reduce this digital divide on behalf of Newcomers and the Canadian public in the following areas:

- (i) Access to devices;
- (ii) Access to affordable, quality and reliable internet:
- (iii) Digital literacy training (for SPOs and newcomers) and
- (iv) Policy recommendations at the Micro and Macro levels.

INTRODUCTION

The Toronto South Local Immigration Partnership (TSLIP) is a collaborative project led by a consortium of three organizations, the <u>Canadian Centre for Victims of Torture</u>, <u>The Neighbourhood Group</u> and <u>WoodGreen Community Services</u>.

TSLIP is one of 5 LIP projects in Toronto and one of approximately 80 LIPs across Canada (www.p2pcanada.ca/lip for more information on LIPs across the country).

The purpose of the LIPs is to foster welcoming communities and improve the social and economic outcomes of newcomers through enhanced service delivery, collaboration and development of partnerships among immigrant serving agencies.

SYSTEMIC ISSUES AND SOCIAL CHANGE WORKING GROUP

This report was produced by the Systemic Issues and Social Change Working Group (SISC WG), which is a collaboration of LIP and immigrant serving agency staff across the city of Toronto facilitated by the TSLIP.

Its mandate is to work together to address broader systemic issues affecting newcomers across the city.

BACKGROUND



Access to Technology During the Covid-19 Pandemic

Before the coronavirus pandemic, community agencies across the GTA were moving towards or already offering some level of remote (online) services in response to clients' demand and technological trends.

The outbreak of the pandemic compelled most community agencies to hasten the transition to remote services or a hybrid of remote/in-person services. This abrupt change came with attendant challenges including ensuring access to relevant technology by clients.

Based on concerns raised by community agencies regarding lack of access to relevant and adequate technology by newcomer clients and agency staff alike, the Systemic Issues and Social Change working group (SISC WG) developed and conducted two surveys to better understand the extent of this gap and how it has hindered newcomers in accessing remote services offered by agencies.

METHODOLOGY

<u>Data for this project was collected by members of the Systemic Issues and Social Change working group between July 20 and September 4, 2020.</u>

Two groups of stakeholders were surveyed:

- Service provider agencies (via survey monkey).
- Newcomers to Canada (via survey monkey and phone); newcomers are defined as individuals who self-identify as newcomers who were not born in Canada.

Data was obtained from 85 service provider respondents (frontline staff, middle and senior management), 63 online newcomer respondents and 32 newcomer phone interviews. Service provider respondents included immigrant serving organizations in Toronto, such as settlement, health, legal, mental health, school boards and employment agencies.

The online survey was distributed by the 4 Toronto Quadrant Local Immigration Partnerships via email, social media and the TSLIP newsletter. Additionally, our partner agencies conducted (32) phone interviews with "unconnected newcomers" in Mandarin, Farsi and Arabic. We defined "unconnected newcomers" as individuals known to community organizations who have not received any online or remote community services, despite accessing services in person prior to the pandemic.

It remains a challenge and a limitation of the research that newcomers who are not connected to any services prior to the pandemic were unable to be reached. A diverse demographic was selected to participate in these phone interviews, including newcomer youth, adults and seniors. Phone interview participants were given a small honorarium for their time. See Appendix 14 (page 40) for more details regarding the survey participants' demographics.

These individual phone interviews were critical to ensuring that experiences of those who may not have access to a device and/or a regular internet connection were also reflected in the data. The same questions were used in the newcomer online survey and phone interviews to ensure the data was consistent. The online survey captured the experiences of newcomers who had some access to internet (i.e. at home, via a public connection, or community agency, etc.).



METHODOLOGY - CONT.

The questions for the Service Providers online survey honed in on the following:

- The client groups that they serve.
- The tools they use to connect with clients.
- The percentage of clients that have access to and are able to use devices such as computers, laptops, tablets, smartphones, etc. and internet.
- The type of assistance SPOs are offering to help their clients access online programs or services during Covid-19.
- The best technology options for newcomers to access services.
- SPOs needs to provide online services for clients.

The questions for the Newcomer online survey and phone interviews were designed to identify:

- The percentage of newcomers that have internet access at home and to technology devices.
- The challenges or barriers that prevent newcomers from accessing community services online.
- Newcomers' experience accessing community services online.
- The types of supports that have helped them access online community services.
- Newcomers' training needs related to digital literacy.

Please refer to the Appendix Section (pages 30 to 40) of this report for details of the survey results.

The research presented is based off a relatively small sample of newcomers identified and contacted based on their prior relationship with service providers in Toronto. It is therefore possible that the needs and gaps identified are specific to clients of those particular agencies and may not generalize to newcomers across Canada. In addition, we were not able to access and include newcomers with disabilities, and further research is required to determine their specific technology needs.

This research is intended as a foundation for future work and the above limitations offer opportunities for further research into technological accessibility and service provision to newcomers during the COVID-19 pandemic.

SURVEY DEMOGRAPHICS

The online survey and phone interviews with newcomers were designed to gather input from newcomers experiencing challenges accessing remote services during the COVID-19 pandemic.

- 86.8% of the newcomer survey respondents provided the first three digits of their postal code.
- Based on the responses, all of the respondents reside in Southern Ontario. 72.9% reside in Toronto, 23.7% reside in the GTA (excluding Toronto) and 3.39% reside outside of the GTA.
- Although the survey targeted newcomers residing in the GTA, some responses from outside were also included as some of the LIPs' clients who participated in the online survey live outside the GTA.
- 38.98% of respondents were between the ages of 36 and 44.
- The next age group with the highest participation rate were those between 25 and 35, at 28.81%.
- Those between 45 and 64 years of age accounted for 15.25% of respondents. See Appendix 14 (page 40).
- The remaining age categories were ages 65 and over (13.56%) and ages 18 to 24 (3.39%). See Appendix 14 (Page 40).



SURVEY FOR SERVICE PROVIDERS

The survey was developed to obtain a better understanding of Service Providers' experience and perspectives on the strengths and challenges of offering online and remote services to newcomers to Canada during COVID-19.

SERVICE PROVIDERS SURVEY: KEY FINDINGS



- Programs and services being delivered to newcomers have largely moved to online and remote delivery.
- Service providers are using a variety of tools and platforms to connect to clients: phone and email are the most common tools used to connect to clients, followed by Zoom and text message.
- Service providers responded the "best" technology option for clients to access services is by phone (62.35%) followed by email (41.18%). See Appendix 3 (page 32).
- Service providers estimate that most clients have access to a tech device (computers, laptops, tablets, smartphones, etc.) and internet; however, they also estimate there are challenges in using the devices. See Appendix 2 (page 31).
- Assistance offered to help clients access online programs and services is mostly informal and on an individual basis.
 Where there are other types of assistance, it is often referrals to programs/services (i.e. digital literacy training, short-term lending programs).
 See Appendix 1 (page 31).

BARRIERS FACED BY CLIENTS



Service Providers cite numerous barriers faced by clients:

- Lack of reliable and sufficient internet.
- Not enough technology devices for family members.
- Cost of technology devices and internet.
- Quality of the devices that clients own or have access to older and incompatible with newer technology platforms.
- Most clients have access to cellphones but cellphones are inadequate for participating in many online programs (e.g. language training) and for dealing with lengthy documentation.
- Literacy barriers clients unable to navigate the internet and understand information on various websites (e.g. filling out forms).
- Language barriers most programs are conducted in English only.
- Privacy and security concerns clients do not have quiet or private space at home – especially those in shelters or congregate housing; clients reluctant to share personal information over technology; some providers are not able to share legal information over technology; spouses will not allow clients to use technology.

NEEDS OF CLIENTS



Service Providers also cite numerous needs around clients' access and use of technology:

- Financial supports and subsidies to purchase devices with bandwidth.
- Resources (i.e. short video clips) to teach clients how to use online supports.
- Multilingual resources.
- Targeted supports for vulnerable clients – older adults/seniors (especially those that are more isolated); clients with low literacy or language skills; clients with mental illness may lack the motivation and extra effort required to use online supports.
- Access to translation supports.
- Clients need more online resources related to health.





BARRIERS FACED BY FRONTLINE STAFF

- Lack of technology devices/lack of funding for technology devices – using personal devices.
- Cost of using personal tech equipment/home office.
- Lack of space and privacy when working from home.
- Lack of access to printers/scanners/fax.
- Language barrier with clients.
- Inability to print materials and documents when working with clients; staff cannot easily document answers and provide information as it would happen in person.
- Email invitations/confirmations for online platforms are in English; online registration/intake forms are in English as well.
- Length of appointments appointments are sometimes longer, rushed and stressful.
- Consent getting consent virtually.
- Online platforms do not facilitate meaningful interactions with clients.

ADDITIONAL NEEDS AND GAPS TO PROVIDING ONLINE SERVICES FOR CLIENTS

- Interpretation and translation services that are affordable.
- Additional and updated tech devices at home.
- Delivering workshops online requires more time and work
- Not given enough time to conduct intake sessions, which take longer over the phone and online. See Appendix 4 (pages 32 and 33).

SURVEY FOR NEWCOMERS

In addition to the survey for service providers, a second survey focusing on newcomers was disseminated in order to obtain a clearer understanding of their experiences in accessing online community services during COVID-19. The same survey questions were delivered to 63 newcomers via survey monkey and by phone to an additional 32 newcomers.







KEY FINDINGS

Newcomer respondents who completed the online survey and those whose experiences were captured through direct phone interviews provided valuable insights regarding emerging and persisting barriers in accessing technology and virtual social services during the pandemic.

ACCESS TO INTERNET, DEVICES AND SERVICES

- 99% of online survey respondents indicated they had internet access at home compared to 83% of those interviewed by phone.
- With regards to regular access to devices, smartphones (online: 84%; phone: 63%) and laptops (online: 72%; phone: 43%) were identified as the most readily accessible devices among all newcomer respondents. See Appendix 8 (page 36).
- However, access to each of these devices was notably lower among phone interviewees than for online survey respondents. Some online respondents indicated that their smartphones were borrowed and some mentioned they were only able to make or take calls but not access online services with them.
- At the time of the survey, 74% of online respondents compared to 63% of phone respondents were currently accessing virtual community services such as employment, language, housing, and settlement services. See Appendix 9 (page 37).
- Qualitative data also indicated that some newcomers
 prefer to connect with service providers directly by phone
 due to privacy and security concerns with sharing
 information online. Many indicated they prefer to speak to
 someone they trust.





EXPERIENCE IN ACCESSING ONLINE COMMUNITY SERVICES

- In evaluating their experiences of accessing online community services, 51% of newcomer respondents to the online survey said it was "Easy" compared to 26% of phone interviewees. See Appendix 10 (page 37).
- Less than 5% of of newcomer respondents to the online survey rated their experience in accessing online services as "Difficult" compared to 37% of phone interviewees. See Appendix 10, graph #2 (page 38).
- When asked about the challenges and barriers that were preventing them from accessing community services online, 24.14% of online survey respondents and 12% of phone interviewees indicated they have a computer at home, but someone else in their family needs it at the same time. See Appendix 11 (page 38).
- 21% of online respondents and 27% of phone interviewees indicated they do not have functional or updated operating software. See Appendix 11 (page 38).
- 21% of online respondents and 19% of phone interviewees also said they do not have a functional or updated computer. 17% of online respondents mentioned their computer equipment is outdated whereas no phone interviewees indicated this to be the case for them. See Appendix 11 (pages 38 and 39).
- However, 38% of online survey respondents and 27% of phone interviewees also selected "Other" when asked about the barriers and challenges they faced in accessing community services online. See Appendix 11 (page 38).

EXPERIENCE IN ACCESSING ONLINE COMMUNITY SERVICES - CONT.



Some of the responses captured under "Other" included:

- I don't know which services are available; I don't know how to access the service.
- I don't have access to updates about programs.
- I don't know how to contact staff.
- Language barrier.
- Lack of adequate computer knowledge.
- No adequate time.
- Difficulties using Zoom to access LINC class; [Language class] is only one hour per day and 4 days per week, but I need more because at this time I am not working so I need to do something, I am worried about more things in my life so I want to be [busy] to forget my problem.

When asked about what supports or resources have helped newcomers access services online, 69% of online respondents and 62% of phone interviewees said they have not received any support at all. See Appendix 12 (page 39).

Those that had received support mentioned loan device programs, free services such as community hotspots and free public Wi-Fi, and community supports like the Toronto Public Library Wi-Fi and settlement/employment agencies. See Appendix 12 (page 39).

COMPUTER AND TECHNOLOGY TRAINING NEEDS

The majority of both online survey respondents (63%) and phone interviewees (78%) indicated that they were interested in receiving some type of training in computers and online technologies. Some examples of the types of training newcomer respondents were interested in included:

Basic computer training

- Internet browsing and how to be more comfortable and not afraid of using computers
- Digital literacy
- How to use a computer and how to access online services
- Using email
- How to fill out forms online
- How to download content/files and how to use software

Online job search and employability skills training

- Using social media for job search
- Intermediate training in Microsoft/Google applications for work
- How to conduct virtual meetings, trainings etc. using online platforms
- How to network online
- How to use Indeed and LinkedIn

Online meetings and collaboration platforms

- Zoom and how to participate in online webinars
- How to use Microsoft teams
- WebEx and other platforms to connect with people
- Online software and video sharing

Specific skills training

- Sector specific English language programs
- Web development and SQL coding
- Digital marketing and graphic design
- Citizenship test preparation
- Entrepreneurship skills
- Accounting skills and leadership training
- How to make hand crafts to sell online
- Human rights and Canadian history

DISCUSSION AND FINDINGS

Community agencies continue to adapt to the challenges and changing circumstances of the global COVID-19 pandemic by shifting to online or blended models of service provision.

This report not only provides a snapshot in time of the emerging and persisting needs around access to technology for newcomers and service providers supporting newcomers, but also highlights their shared needs for more accessible services.

The sudden move to online service delivery in the settlement sector has caused challenges for newcomer clients as well as service providers. Frontline service providers have had to learn how to support clients using various online platforms. In some cases, there has been inadequate training to use the new technology and a lack of provision of adequate equipment. There are also challenges in providing meaningful and efficient online support to clients, especially those more vulnerable or less experienced in use of technology.

According to service providers, many newcomer clients have limited access to appropriate tech devices to make sufficient use of online programs and services. In addition, language barriers and limited digital literacy are preventing some newcomer clients from accessing supports that facilitate settlement.







PRIORITIES FOR SERVICE PROVIDERS

- Frontline providers need access to appropriate equipment and timely IT support to serve their clients.
- Frontline workers need sufficient compensation for the costs of providing services remotely from home.
- Service Providers need access to interpretation and translation services to facilitate serving clients remotely.
- Service Providers need to take into account the extra time (and effort) required of frontline staff to serve clients remotely.
- Frontline staff need support to deal with added stress and anxiety.

PRIORITIES FOR NEWCOMERS

- Newcomers need access to affordable and adequate technology devices to be able to participate in online programs and services.
- Newcomers need access to affordable and reliable internet service.
- Clients with limited literacy and language skills need extra support to navigate settlement processes.
- Newcomers need computer/technology training for tech devices and the various programs required to engage in online service delivery.

One prevalent theme that emerged from these surveys is the need for increased access to technological devices and fast internet for both newcomers and service providers as community programming and services shift to online or blended models.

Among these needs are:

- Access to internet/stable internet.
- Access to functional technological equipment and devices that are compatible with virtual platforms and software.
- Increased digital literacy.

When asked to identify the "best" technology option for clients to access services, service providers indicated they believed it was by the traditional methods of phone followed by email. See Appendix 3 (page 32).

This not only indicates that service providers are aware that barriers in technological accessibility exist among newcomers, but might be a possible clue that service providers themselves are not comfortable using newer platforms and technology.

Digital literacy was a persistent theme among both service providers and newcomers themselves. A top priority identified by newcomers in both the online survey and the interviews was an interest in improving their digital literacy skills by receiving computer and online technology training. (See Appendix 13, page 40). Newcomers are interested in accessing remote community services, but some do not feel comfortable around technology and others lack the digital skills to navigate online supports effectively.



Another top priority identified by respondents was the need to reduce existing barriers that make accessing online services more difficult (e.g. English language barriers and lack of tech support). Respondents noted that due to these barriers, their ability to access remote services was limited.

Some respondents shared that virtual platforms functionality is limited in some online LINC classes, which affects their learning experience and motivation to continue attending virtual classes.

DISCUSSION AND FINDINGS - CONT.

Other respondents noted there is a high need to access videos and resources (in various languages) that can help newcomers navigate commonly used platforms such as Zoom and Microsoft Teams and solve basic computer troubleshooting issues.

The data collected through these surveys, particularly the online and phone newcomer responses, also highlights the persisting digital divide between newcomers able to access online services relatively easily and those who cannot.

Service providers estimated that most clients have access to a device. However, in the data collected from the phone interviews with newcomers, 63% said they had regular access to a smartphone and only 43% said they had access to a laptop. See Appendix 8 (page 36).

Additionally, 51% of newcomer respondents to the online survey said their experience accessing online services was "Easy" compared to 26% of phone interviewees. See Appendix 10 (pages 37 and 38).

It's clear based on these findings that a digital divide exists between newcomers who are currently accessing online programs and services and those who are now unconnected or unable to connect with service providers.

Both newcomer respondents and service providers, with some variation, indicated concerns around privacy and security with regards to accessing or delivering online services and programming.

Privacy is difficult when clients are accessing services remotely from their homes or congregate housing, a challenge also faced by service providers who are often delivering programming from similar settings.

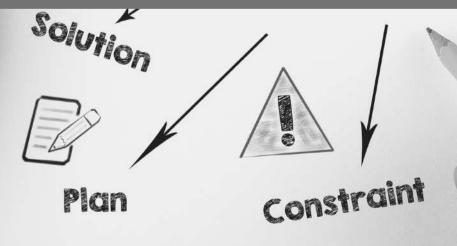
Security concerns are also prevalent among newcomer clients when sharing their personal information online, an issue exacerbated by varying digital literacy skills and comfort navigating the internet.

Newcomer women experiencing or who are at risk of experiencing gender-based violence (GBV) are particularly feeling the brunt of privacy and security concerns related to online services. As a result, they may not be able to safely access life-saving digital tools and online supports during the pandemic.

For service providers, security concerns involve needing to access and store confidential client and organizational files using cloud servers and/or personal computers.

POLICY RECOMMENDATIONS

The information gathered in this report highlights the importance of bringing together various stakeholders to identify best practices around access to technology challenges and strategize how best to effect systemic change.



Conduc



"THERE IS A NEED TO IDENTIFY BEST PRACTICES AROUND ACCESS TO TECHNOLOGY CHALLENGES AND WAYS FORWARD THAT LEAD TO SYSTEMIC CHANGES."

The "Access to Technology" surveys generated several ideas from sector staff and newcomers on how to address technology needs, the digital divide and support the most vulnerable newcomers.

The information gathered in this report highlights the importance of bringing together various stakeholders to identify best practices around access to technology challenges and strategize how best to effect systemic change.

PRIORITIES

Increase Access to Devices

- All levels of Government should step up to provide increased accessibility to devices and leverage companies to donate more devices.
- Funders should support organizations wishing to purchase devices which can be loaned to clients.
- NGOs and funders should work to expand existing device lending programs to meet device shortages as a stop-gap measure.
- NGOs and private organizations should implement "Device Drive" campaigns to pool donated software and technology resources for Canadian charities, nonprofits and libraries.

Ensure Access to Affordable, Reliable and Quality Internet

- Federal Government should work to ensure increased accessibility to affordable internet.
- Federal Government must regulate Internet Service Providers to address the issue of high internet cost and require them to provide a basic amount of bandwidth to all Canadians.

Provide Digital Literacy Training: for SPOs and Newcomers

- The City of Toronto should lead an advocacy campaign in collaboration with the Toronto Public Library (TPL) to increase awareness of the existing Digital Divide that affects newcomers and Canadians.
- Organizations should provide ongoing Digital
 Literacy training for sector staff and newcomers.
 Volunteers could be recruited and engaged to
 deliver webinars and training on digital literacy.
 Organizations that support adults in building their
 digital literacy skills and becoming confident in
 using technology should develop the training
 curriculum. (E.g. TechServeTO, ABC Life Literacy
 Canada).



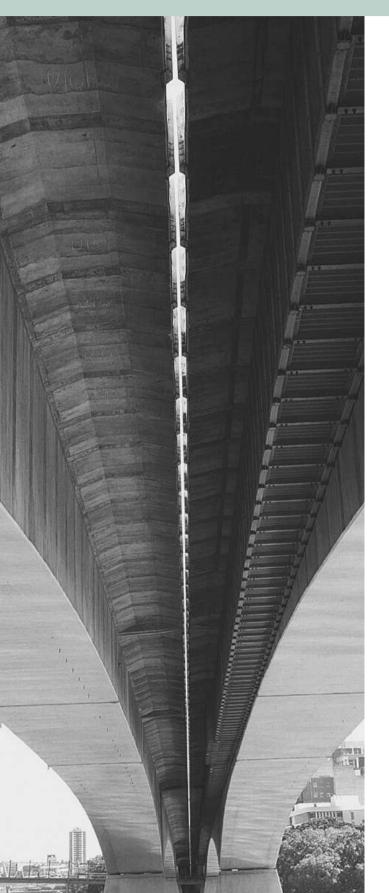
POLICY RECOMMENDATIONS

In addition to the priorities enumerated above, the following are the Policy Recommendations developed by the Systemic Issues and Social Change working group (SISC WG) based on data collected through the "Access to Technology" surveys for Service Providers and Newcomers to Canada during the COVID-19 pandemic:

- Create a Digital Literacy Training Roadmap for Service Providers that includes what type of training they may provide to staff and why.
- Changes in funding models: engage funders, i.e. IRCC, to consider the new context of the pandemic and newcomers' needs to access quality, up-to-date devices. New funding models can include subsidies for:
 - Equipment (e.g. laptop/tablet) for newcomers who do not own a device and need it to access programs or supports.
 - Help with the cost of internet on a monthly basis (for the duration of the program a newcomer is participating in).
- Engage the City of Toronto (through TNO-The Newcomer Office) to build on existing work to provide more residents with free and/or subsidized internet.
- Multi-sectoral approach and collaboration: engage with Internet Service Providers (Rogers, Telus and Bell) to find solutions that can reduce the Digital Divide and provide affordable internet access to all Canadians.



CONCLUSION



The Covid-19 pandemic has greatly impacted the lives of vulnerable newcomers and their access to services and supports. However, these unprecedented times also represent an opportunity for transformative change of the existent digital divide and access to technology within Canadian society. Our surveys' findings and data attest to the fact that access to technology can no longer be thought of as a privilege but must become a fundamental right for all persons residing in Canada.

Canadian consumers currently bear some of the highest internet costs in the world. Due to the inability to pay these high costs for bandwidth and data, low-income newcomers are finding it extremely difficult to access the wide range of digitized/remote essential services and resources needed to navigate these unprecedented times. This puts such newcomers at a grave disadvantage when accessing critical education, employment, social, legal, financial, medical and mental health supports.

The consideration here is that over time newcomers may experience decreased functioning in these areas, exacerbating pre-existing Canada-wide inequalities. In addition, some newcomers are not familiar and comfortable using various technologies, and need additional supports in order to do so effectively.

CONCLUSION - CONT.

This in turn affects the capacity and time management of settlement and other service providers who serve newcomers with low digital literacy. These service providers are finding it difficult to select appropriate, creative and equitable approaches to digital literacy training and other types of courses and supports.

Newcomers are also faced with the additional stress of accessing devices. There are organizations that are attempting to address this need (for example, the Toronto Public Library is providing internet hotspots and donating computers with limited bandwidth for internet access.)

Unfortunately, the demand is much greater than the current supply.

Newcomer adults are therefore in competition with their children over scarce devices, particularly in situations where multiple members are trying to engage learning environments. Gender inequality and hierarchical structures within families also prevent some family members (e.g. women and children) from accessing devices and online supports.

The Systemic Issues and Social Change working group has laid the groundwork of identifying key issues, priorities, barriers and needs around access to technology for the sector and newcomers. It has laid a roadmap for policy recommendations that could support better access to technology for service providers, newcomers and all Canadians.

It is our hope that others will join these efforts in order to lessen the inequalities in Canadian society that have been exacerbated by the digital divide.



Responses to Service Providers Survey

Appendix 1: Question 6

"Do you offer any assistance to help your clients access your online programs or services during Covid-19? (Check all that apply.)"

Assistance offered to Newcomers to access Online Programs and Services				
?	INFORMAL SUPPORTS TO ACCESS REMOTE SERVICES / INDIVIDUAL ASSISTANCE AS NEEDED - DOWNLOADING SOFTWARE, WORKSHOPS, TROUBLESHOOTING	55%		
**	ASSISTANCE WITH ACCESSING ELECTRONIC DEVICES • TECHNOLOGY LENDING PROGRAMS / REFERALS TO PARTNERS	39%		
	DIGITAL LITERACY TRAINING	34%		
(To	ASSISTANCE WITH ACCESSING INTERNET	32%		

Appendix 2: Question 7

"What are some of the specific barriers or technology needs of newcomers to access various social and health services?" (Open ended question)

Specific barriers / tech needs of newcomers to access services		
Access to devices and internet (hardware and software)		
 Digital / Tech literacy (troubleshooting, navigating online supports, privacy and security) 		
Language and vulnerable clients		
Financial constraints / Other	8	

Appendix 3: Question 8

"What are the best technology options for newcomers to access services? Please prioritize as follows: 1 being the most important and 5 the least important."

Best technology options for newcomers to access services*				
69	TELEPHONE CALLS	62%		
2	EMAIL	41%		
2	ONLINE PLATFORMS ZOOM, FACEBOOK, WEBEX, MIRCOSOFT TEAMS, ETC	33%		
9,0	INSTANT MESSAGING APPS • WHATSAPP, FACEBOOK MESSENGER, WECHAT, VIBER, ETC.	33%		
-	TEXT	22%		
	urrently considered "best" by service providers given the existing accessing technology that are captured by the data in this survey			

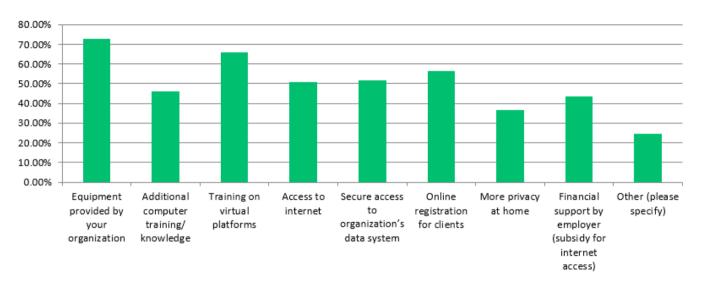
Appendix 4: Question 9

"What are your needs to provide online services for clients? (Check all that apply)"

What staff still needs to provide newcomer online services		
Organization-provided equipment	73% of Respondents	
Training on virtual platforms and other technologies	66% of respondents	
Online registration for clients	56% of respondents	
Secure access to organizations' data systems	52% of respondents	

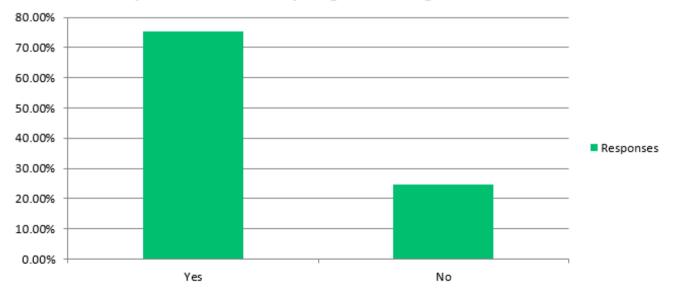
Appendix 4: Question 9 (Graph #2)

What are your needs to provide online services for clients? (Check all that apply)



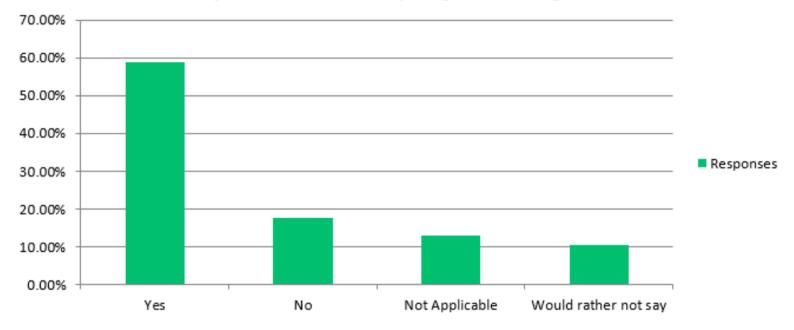
Appendix 5: Question 10

Do you have the proper equipment at home to provide virtual programming/services?



Appendix 6: Question 11

Have you received the support and training you need to provide virtual programming/services?



Appendix 7: Question 12

"Please let us know if you are a: Frontline Practioner, Coordinator or Manager, Executive Director"

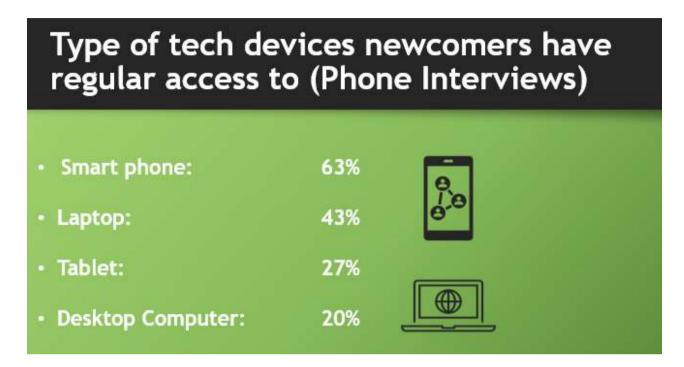


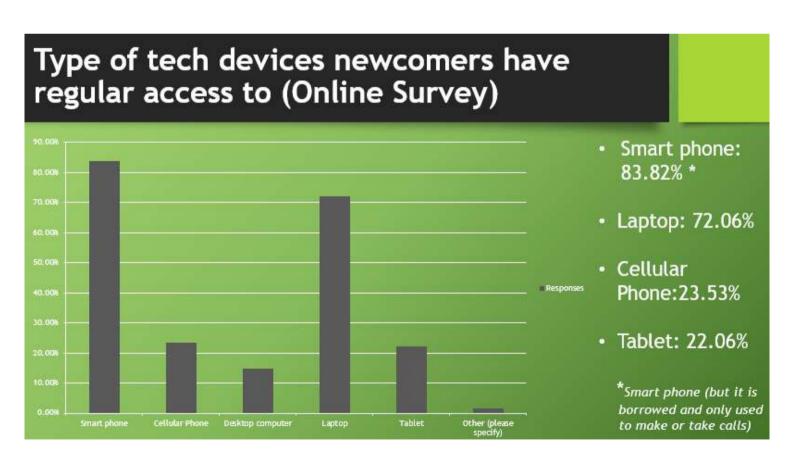


Responses to Newcomer Surveys

Appendix 8: Question 2

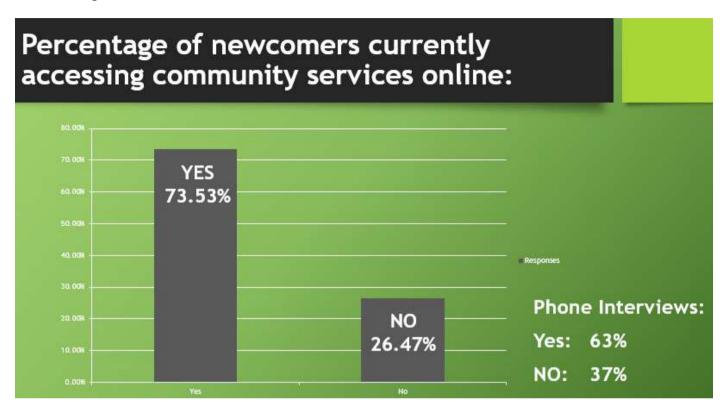
"Do you have regular access to the following technology? (Please check all that apply)"





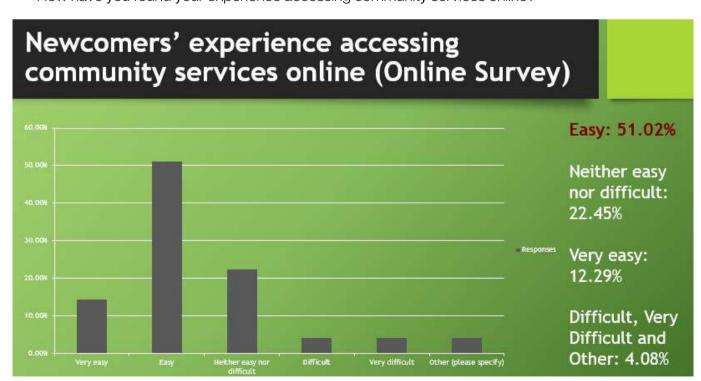
Appendix 9: Question 3

"Are you currently accessing community services online (remotely) such as employment, language, housing, settlement services, etc.?"



Appendix 10: Question 4

"How have you found your experience accessing community services online?"



Appendix 10: Question 4 (Graph #2)

"How have you found your experience accessing community services online?"

Newcomers' experience accessing community services online (Phone Interviews)

Difficult

Easy:

Neither easy nor difficult:

Very easy, Very Difficult
and Other:

5%

Appendix 11: Question 6

"If you are not accessing community services online, what challenges or barriers are you experiencing? (Please check all that apply)"

Challenges or barriers experienced by newcomers who are not accessing community services online

1. Other:

2. I have a computer at home, but someone else in my family needs it at the same time:

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2. I have a computer at home, but someone else in my family needs it at the same time:

2. I have a computer at home, but someone else in my family needs it at the same time:

2. I do not have a functional/updated computer:

20.69% vs 19%

20.69% vs 27%

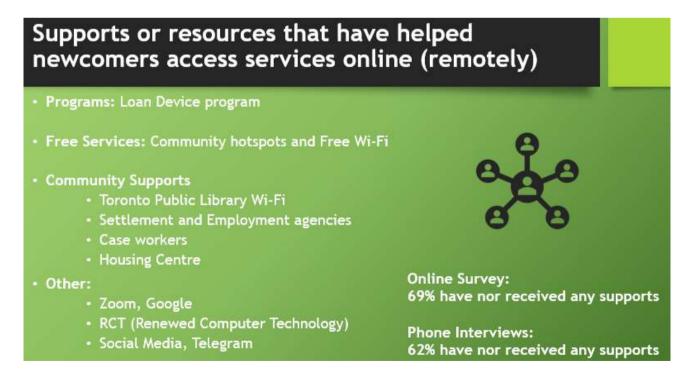
Appendix 11: Question 6 (Graph #2)

"If you are not accessing community services online, what challenges or barriers are you experiencing? (Please check all that apply)"

Challenges or barriers experienced by newcomers who are not accessing community services online 5. I do not have functional or updated computer equipment (headset, mouse, etc.): 6. I do not feel comfortable using computers: 7. I do not have any devices at home: 8. I do not have internet access / I cannot afford internet: 9. I do not have access to Wi-Fi or data plan: 3.45% vs 12% Online survey vs Phone Interviews

Appendix 12: Question 9

"Are there any supports or resources that have helped you access services online (remotely)? (E.g. Toronto Public Library Wi-Fi; community hot spots, loan device program, etc.) List any:"



Appendix 13: Question 10

"Are you interested in receiving training in computer and online technology?"

Percentage of newcomers interested in receiving training in computer and online technology: 62.71% Online Survey

78% Phone Interviews

Appendix 14: Question 12

"What is your Age?"

Age Demographic

Age Group	Online Survey	Phone Interviews	
36-44 years old:	38.98%	31%	
25-35 years old:	28.81%	28%	
45-64 years old:	15.25%	21%	
64 and over:	13.56%	17%	
18-24 years old:	3.29%	3%	

This report was developed by representatives of the following organizations:

- Toronto South Local Immigration Partnership (TSLIP)
- Toronto North Local Immigration Partnership (TNLIP)
- Toronto West Local Immigration Partnership (TWLIP)
- Toronto East Quadrant Local Immigration Partnership (TEQ LIP)
- CARE Centre for Internationally Educated Nurses
- Hospitality Workers Training Centre (HWTC)
- Job Start
- JVS Toronto
- Madison Community Services
- Toronto Newcomer Office (TNO)
- Toronto District School Board (TDSB)









ACCESS TO TECHNOLOGY
FOR SERVICE PROVIDERS AND NEWCOMERS DURING
COVID-19

TORONTO SOUTH LOCAL IMMIGRATION PARTNERSHIP

GOT ANY QUESTIONS?

IF YOU HAVE QUESTIONS ABOUT THIS REPORT OR WOULD LIKE TO KNOW ABOUT THE NEXT STEPS OF THIS PROJECT, PLEASE CONTACT ADRIANA PENA AT COMMUNICATIONS@TORONTOLIP.COM

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