

CENTRE FOR COMMUNITY LEARNING AND DEVELOPMENT

Report on Community Need Assessment

A Requirement of the Community Learning and Development Training Program 2009-2010

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This report is an outcome of the analysis of the primary data collected from the survey carried out in December 2009 to Mid January 2010 and various other information sources on community development sector in St. James Town in Toronto.

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Executive Summary

This report is an outcome of the analysis of the primary data collected from the survey carried out in December 2009 to Mid January 2010 and various other information sources on community development sector in St. James Town in Toronto.

Chapter 1 starts with the introduction of St James Town neighbourhood, and a description of the current study that incorporates data analysis, comparison in order to conduct community need analysis. It also incorporates the introduction of the Centre for Community Development and Learning (CCL&D) and Immigrant Women Integration Program (IWIP). Chapter 2 broadly contains analysis of demographic data, ethnic, lingual and educational data of the respondents of the questionnaires of the survey. In this chapter, diversity of cultures, languages and ethnicities reflect the structure of the Town to some extent. Chapter 3 presents a brief scenario of employment status and income scenario of the respondents. Relatively there is a good number of people with high level of education but most of them are either unemployed or employed in jobs that require not so high level of schooling. Chapter 4 contains data analysis related to the various services in the community and explores challenges and opportunity in the community through the answers from the respondents. It presents the communities' perceptions to the available services. Similarly, Chapter 5 contains exploration of environment protection responsibility in the community. It shows how the residents are contributing in the environment protection issue. Chapter 6 is an attempt to explore community engagement and community spirit through the responses. Since the issue of community engagement and community spirit is very difficult to measure but relatively easy to perceive, responses vary in wide range. Chapter 7 contains the conclusion of the survey and enlists summarized recommendations of the respondents. Finally, Chapter 8 presents the theory of change based on the survey and data analysis.

Chapter 1: Introduction

1. Introduction to the Neighborhood

The neighbourhood of St. James Town in Toronto is the geographic area of the current study. St. James Town lies in the northeast corner of the downtown area. The neighbourhood covers the area bounded by Sherbourne Street to the west, Bloor Street to the north, Parliament Street to the east, and Wellesley Street East to the south. It is the largest high-rise community in Canada. It consists of 19 high-rise buildings (14 to 32 stories). These massive residential towers were built in the 1960s. Approximately 17,000 people live in the neighbourhood's 19 apartment towers, making it Canada's most densely populated community,^[1] and one of the most densely populated neighbourhoods anywhere in North America.



Source: Wikipedia

2. Description of current study

Current study is an integral part of the Immigrant Women Integration Program (IWIP) organized by Centre for Community Learning and Development (CCL&D). It aims to conduct community needs assessment through a series of surveys that were carried out in St. James Town from the middle of December 2009 to the end of January 2010. The survey was carried out in library, community centre, women's group in parenting centre, LINC classes, door-to-door visit to the residents, shops and service agencies in the area. Most of the participants of this survey participated by filling the questionnaire forms prepared by IWIP and the rest of them participated in online survey.

This report primarily comes out from the analysis of the primary data collected from the Survey, and secondary materials relevant to community needs and demography of St. James Town.

3. Methodology

As Community Needs Analysis is the integral part of the IWIP program, questionnaire was prepared by a team of professionals in CCL&D for the survey. Sample questionnaire were distributed to the randomly chosen population of 13 neighbourhoods including St. James Town. This Study is limited to the response of the participants of St. James Town. After the collection of the survey questionnaires, responses were tabled and analysed.

- a) Sample questionnaire has been attached as Appendix I
- b) Relevant tables of responses compiled from the answered questionnaire has been attached as Appendix II

4. Brief Agency History of Agency

- i) Name:* Centre for Community Learning &Development (CCL&D)
- ii) Vision:* Strong Communities Together
- iii) Mission:* Creating a strong culture of community engagement through capacity-building, progressive learning and innovative training
- iv) Strategic priorities:*
 - a) Building high quality training/services relevant to today's technologies
 - b) Collaborating through partnerships to develop change-oriented leaders, develop individual skills, and build community
 - c) Communicating the need for literacy and training and speaking out of clear language and design
 - d) Building a strong organization
- v) Brief introduction of CCL&D:*

Toronto Centre for Community Learning &Development (CCL&D) is a community based, charitable organization in Toronto dedicated to delivering adult education, training and development. It continues to address the needs of the immediate community.

CCL&D succeeded East End Literacy (1978) in 2007. In response to community need, East End literacy was founded in 1979 as a community- based literacy organization. In to student demand, the organization gradually increased student contact hours and structured its curriculum. There is now a respectable student success rate of moving on to further education and employment. This increases the capacity of the individual in the community and contributes to positive social change.

The Immigrant Women Integration Program (IWIP) was formed in 2002 with a little grant from Trillium Foundation to address issues of immigrant isolation, lack of culturally sensitive services, and language barriers that face new immigrants as they attempt to get started in Toronto. The focus and emphasis of this training is on neighbourhood engagement their analysis of issues, develop their knowledge of governance structure, build their capacity to organize, and participate in local organizations and or public institutions. With the support of the United Way, this initiative has become an integral part of our programming.

Since its inception, the organization has continually nurtured partnership with diverse service delivery, business, and funding bodies. These partnerships have been instrumental in the launch of several successful projects and community leadership endeavours.

For example, 12 years ago CCL&D launched Clear Language and Design (CLAD) as an integrated fee-for service division geared toward raising public awareness around the impact of inaccessible language on the population in general, but more specifically on people with low literacy skills. Through this service CCL&D continue to work with public and private sector organizations (including pharmaceutical companies, the city of Toronto, Ministry of hearth & long term care, just to name a few) to help make their materials more accessible to their own staff and the general public.

In 2005/06, CCL&D were contracted by the regent park neighbourhood initiative to design and deliver 25hours of animator training for residents of Regent Park. As a follow –up from this training some of the resident invited us to provide technical assistance and guidance in their efforts to form a resident- driven organization now called the regent park Grassroots development network.

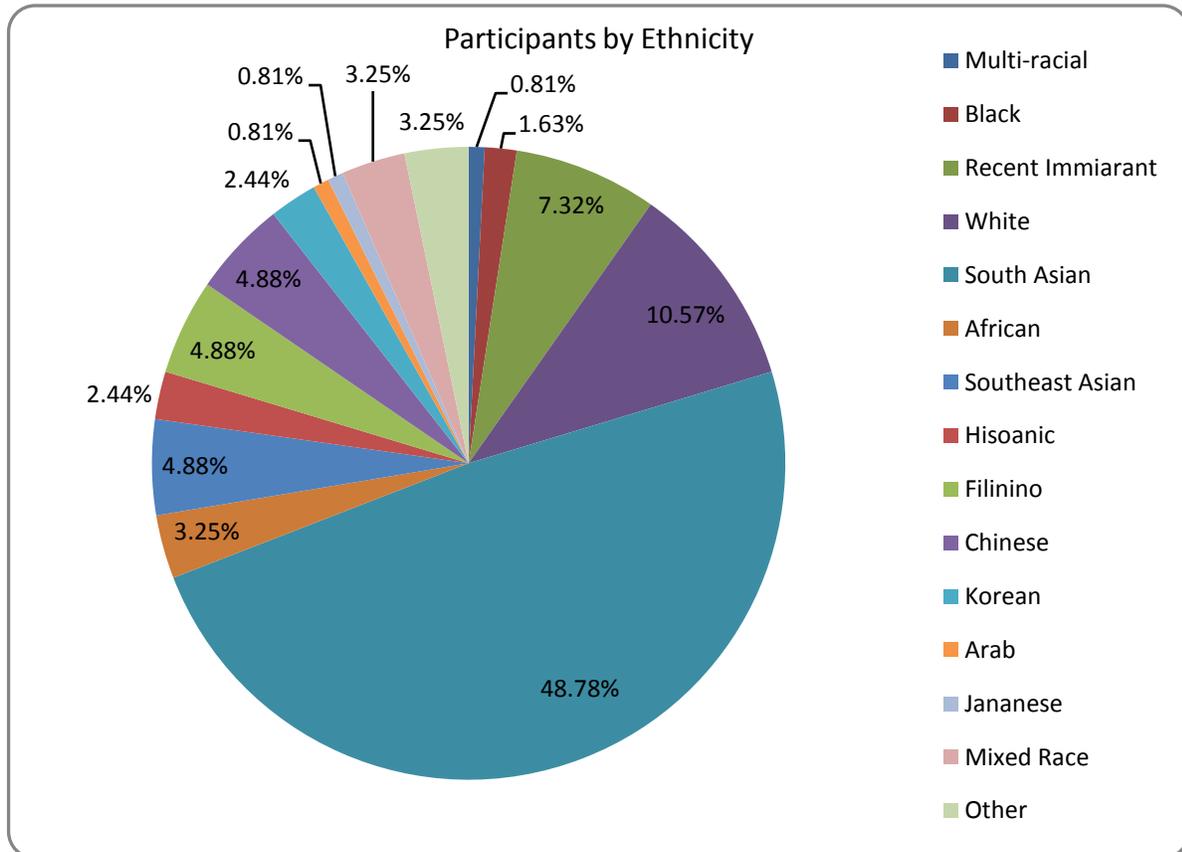
(Source: CCL&D Website)

Chapter 2: Demography

1. Demographic analysis

St. James Town is called as "the world within a block" due to the residence of the people from multitudes of ethnicities, cultures and languages in such a small area. It is largely filled by immigrant population of which 73% is non-white. Filipinos are the largest cultural groups in this community with 21.9% share of the total population. Similarly, Black (11.2%), Chinese (8%), Sri-Lankans (7.8%) occupy the population of the Town. Other cultural groups include East Africans and South Asians. Overall, St. James Town's population is made up of approximately 65% recent immigrants¹.

Chart 2.1



Among 200 people approached for the survey, 123 responded of whom, 48.78 % self identified themselves as South Asian, 10.57% White, and 7.32% recent immigrant. The pattern of the returned responded questionnaire shows that vast majority of the South Asian population responded as the participant of the survey. Similarly, Chinese and Southeast Asians each occupy 4.88% of the respondents. Rest come the share of African, Mixed Race and Others with 3.25% each and 2.44% each for Korean and Hispanic. Respondents who self identified Black occupy 1.63% of the total respondents. Finally, Arab, Japanese and Multi Racial each occupy 0.81% of the total respondents. The following table shows the number of respondents and corresponding percentage by self identified ethnicity.

¹ Wikipedia

Table 2.1: Participants by Ethnicity

Value	Description	Number	Percentage
2	Multi-racial	1	0.81%
3	Black	2	1.63%
4	Recent Immigrant	9	7.32%
5	White	13	10.57%
6	South Asian	60	48.78%
7	African	4	3.25%
8	Southeast Asian	6	4.88%
9	Hispanic	3	2.44%
11	Filipino	6	4.88%
12	Chinese	6	4.88%
14	Korean	3	2.44%
15	Arab	1	0.81%
16	Japanese	1	0.81%
17	Mixed Race	4	3.25%
18	Other	4	3.25%

Similarly, the 26-35 age group occupy 49.14% of the total respondents. Second comes 36-45 age groups with 25.86% share that is followed by 19-25 age groups with 8.62% among the respondents. Interesting indication of this age group analysis is that 56-65 age group remains less active in responding to the questionnaire than 65 or older age group that has 4.13% share.

Figure 2.2

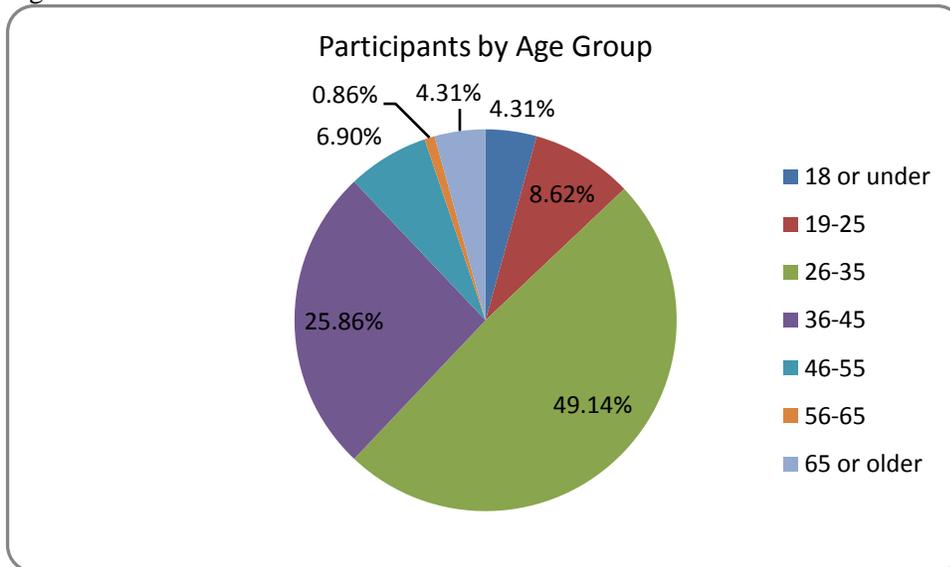


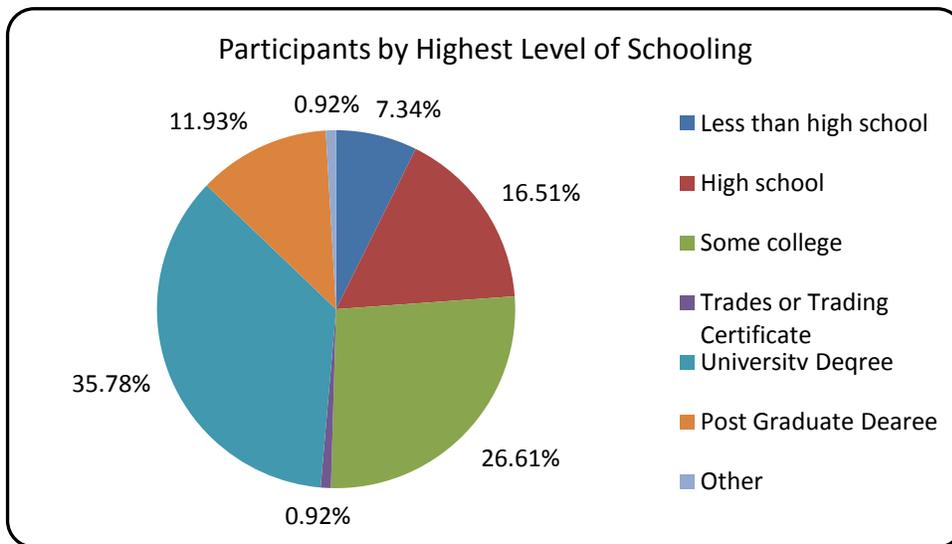
Table 2.2

Participants by Age Group

Value	Description	Number	%
1	18 or under	5	4.31%
2	19-25	10	8.62%
3	26-35	57	49.14%
4	36-45	30	25.86%
5	46-55	8	6.90%
6	56-65	1	0.86%
7	65 or older	5	4.31%

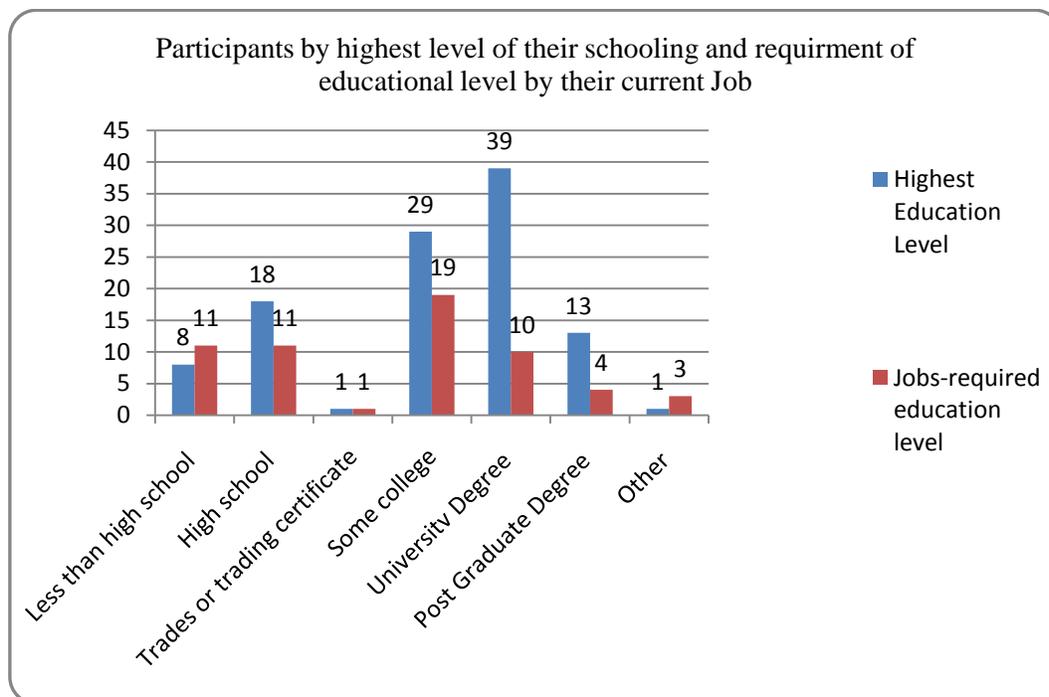
Education level of the respondents shows that the highest percentage of them have completed University Degree which is 35.78 %, some college education 26.61% and High school 16.51% and Post-Graduate Degree 11.93%. Similarly 7.34 % have less than high school and 0.92 % share of the total respondents have been occupied by Trades or Trading certificate level and Other education category each.

Figure2.3



The following chart shows the number of participant with their corresponding highest level of education along the current jobs with their requirement of the education level. Although there are only 8 participants with less than high school education, there are 11 of them working in a job that required only high school education. The remaining 3 positions could have been filled by either from a person with college education or university, or post-graduate degrees or others schooling. Similarly, 18 participants completed high school but only 11 positions required that level of education. 29 participants completed college level schooling but there are only 19 jobs requiring that level of education. The highest of number of participants who are having university degree that is 39 but there are only 10 with that level of education requirement. Similarly, 13 participants have post graduate degree but there are only 4 who hold the job of that requirement.

Chart 2.4



The following table shows that the rate of job deficit by the education level. Trade certificate and less than high school requiring jobs are filled satisfying the requirement of the highest education levels. Among high school graduates, the remaining 38.89% do not get job of their education level. Similarly, among the people with college education, university degree and post graduate degree, 34.48%, 74.36% and 69.23% do not get job of their education level.

Table 2.3

Value	Description	Highest Education Level	Jobs - required education level	Rate of job deficit for each education level
1	Less than high school	8	11	0.00
2	High school	18	11	-38.89
4	Trading certificate	1	1	0.00
3	Some college	29	19	-34.48
5	University Degree	39	10	-74.36
6	Post-graduate	13	4	-69.23
7	Other	1	3	0.00

Among the participants, 20% are single, 77.39% married, 0.87% separated and 1.74 % are common law partners. Similarly, households have 4 people in average and it occupies 28.45% share of the total

households. Lowest numbers of families are 6.9% with one member household seconded by the 9.48% more than 5 member households.

66.66% respondents have children in their families. 23.36% of them do not have children in their families at all. 30.85% of the respondents have one child, 26.17% have two children, 14.95% have three children and 4.67 % have four children in their families.

Similarly, 41.53% of the respondents are Canadian Citizens followed by 52.54% Permanent Residents, 3.39% Refugees, 1.69% International Students, and 0.85% Visitors. 15.89% have lived in Canada for less than a year, 13.08% have passed a time between one and two years, 30.85% have passed more than two years but less than 5 years and 25.23% of the respondents have passed 5 years but not 10 years yet. 13.08% of the respondents have passed 10 years or more and for 1.87% responded that this question was not applicable to them. Moreover, 96.64% live in the rented residence and the remaining 3.36% live in the owned one.

33.61% of the respondents identified themselves as Male and 63.87% as Female. 0.85% identified as inter-sexed and Lesbian each. Among the respondents, 2.59 identified themselves as the persons with disability and 97.41% identified with persons without disability.

72.88% of the respondents are fluent in English, 17.80% have Basic English skills, 7.63 “not well” skills. Respondents speak 37 languages including English.

77.59% of the respondents use internet everyday, 5.17% use in one or two days, 7.76% use in a week, 4.31% use it once a month and 5.17% have never used internet. Day to Day activity

Similarly, 25.21% are engaged in Youth/Student activities, 7.56% are involved in volunteering at local organization and places of worship, 7.56% are employed in the local community, 4.20% are staff of local community agency, 3.36 are local business owners, 14.29% do unpaid work at their own home, and 29.41% are employed outside the community. Visiting Parenting centre at school, doing community work, and providing child care are some of the common activities of the respondents. Respondents are associated with Parents Association, Local service agency, Neighborhood Watch, Business group, Tenant group, Ethno-specific organization, Youth Group, Sports or other outdoor club, Organizations for senior citizens, Ratepayers Association, Community organizations (e.g. sports, arts, culture, ethno cultural, religious based), Religious or Spiritual Organization and other organizations.

Chapter3: Employment and Income Structure

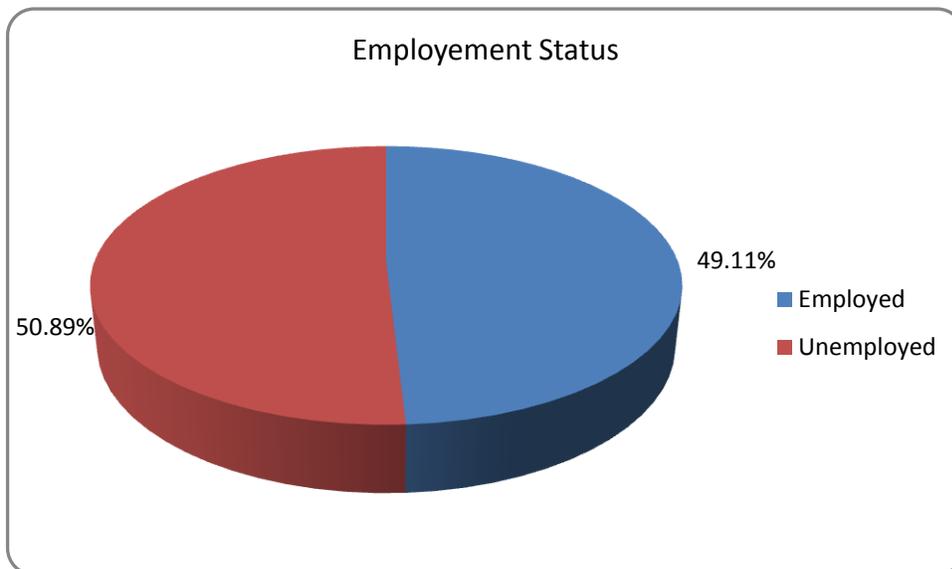
Employment and Income structure shows the resourcefulness of an urban society. The survey questions on employment status and income distribution will be analyzed in this chapter briefly.

1. Employment Structure

50.89% of the total respondents are unemployed and 49.11 are employed. It is an important indicator that shows the society is going through a kind of crisis.

Employment Status

Chart 3.1



The following table shows out of 112 respondents on employment, 57 of them are unemployed and 55 of them are employed.

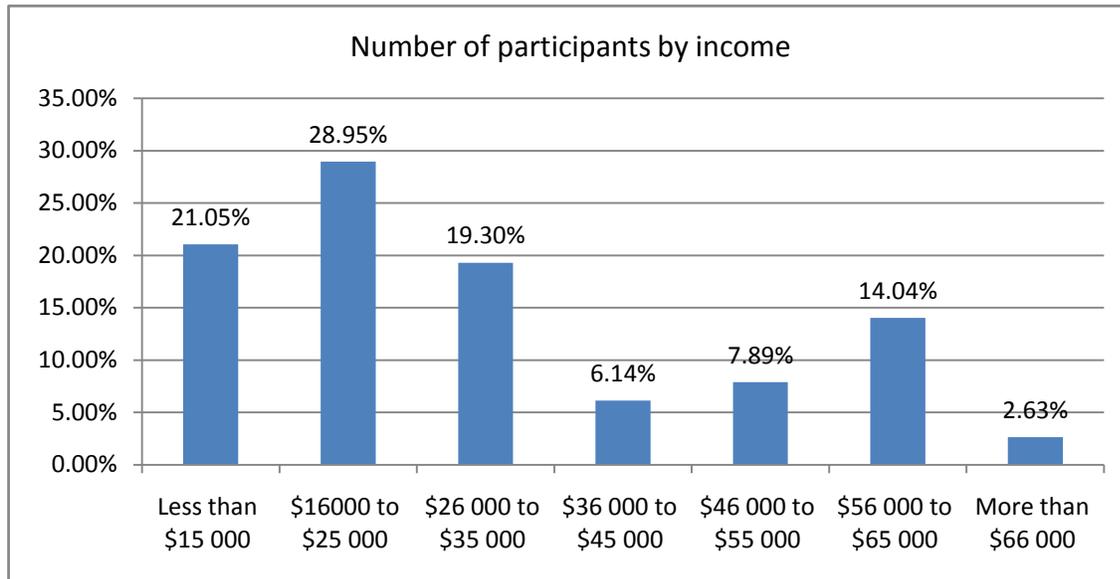
Table 3.1

Value	Description	Number	%
1	Yes	55	49.1
2	No	57	50.8

2. Income Distribution

Household Income is calculated in Canadian Dollar per year.

Chart 3.2



The above chart shows that 21.05% respondents have less than \$15,000 per year. Similarly, 28.95% have 16 to 25,000 dollar, 19.30% have 26 to 35,000 dollar, 6.13% have 36 to 45,000 dollar, 7.89% have 46 to 55,000 dollar, 14.04% have 56 to 65,000 dollar and 2.63% have more than \$66,000 as their household income.

Table 3.2

Value	Description	Number	%
1	Less than \$15 000	24	21.05%
2	\$16000 to \$25 000	33	28.95%
3	\$26 000 to \$35 000	22	19.30%
4	\$36 000 to \$45 000	7	6.14%
5	\$46 000 to \$55 000	9	7.89%
6	\$56 000 to \$65 000	16	14.04%
7	More than \$66 000	3	2.63%

Chapter 4: Services

1. Services distribution in the community

Currently, St. James Town hosts a number of institutions including the following major businesses and institutions as various service providers:

1. Rose Avenue Public School, a Toronto Board of Education school for Kindergarten through 6th grade, on Ontario Street north of St. James Avenue
2. Community centre and branch of the Toronto Public Library, close to the intersection of Sherbourne Street and Wellesley Street East
3. Two major grocery stores, Food Basics at the intersection of Ontario Street and Wellesley Street East and No Frills at the of Sherbourne Street and Earl Street
4. Three pharmacies, including a Shoppers Drug Mart store on Sherbourne Street near Howard Street, an independent pharmacy on Howard Street at Blecker Street, and an independent pharmacy on Ontario Street south of St. James Avenue
5. At least six convenience stores, two on Howard Street, two on Sherbourne Street, one on Ontario Street south of St. James Avenue, and one on Wellesley Street East
6. A food bank at the rear of the building on 275 Blecker Street

2. Services in St. James Town

In addition to the above list, the following community organizations provide various services in the area:

Table 4.1

No.	Centers	Services	Address
1.	Wellesley community center	Programmes for children, adult and youth	495 Sherbourne St.
2.	Parliament employment resources centre	Employment related services	595 parliament st.
3.	Community matters	Healthy living programmes, homework club, job club, English café , advocacy programme (for children ,adult and women)	260 Wellesley st.e
4.	Hinck delcrest	Children's services and activities information	260 Wellesley st.e
5.	Silayan community centre	Services agency	240 wellesley st e
6.	Cabbage town youth centre	Programme for youth children	2 Lancaster

3. Assets in St. James town

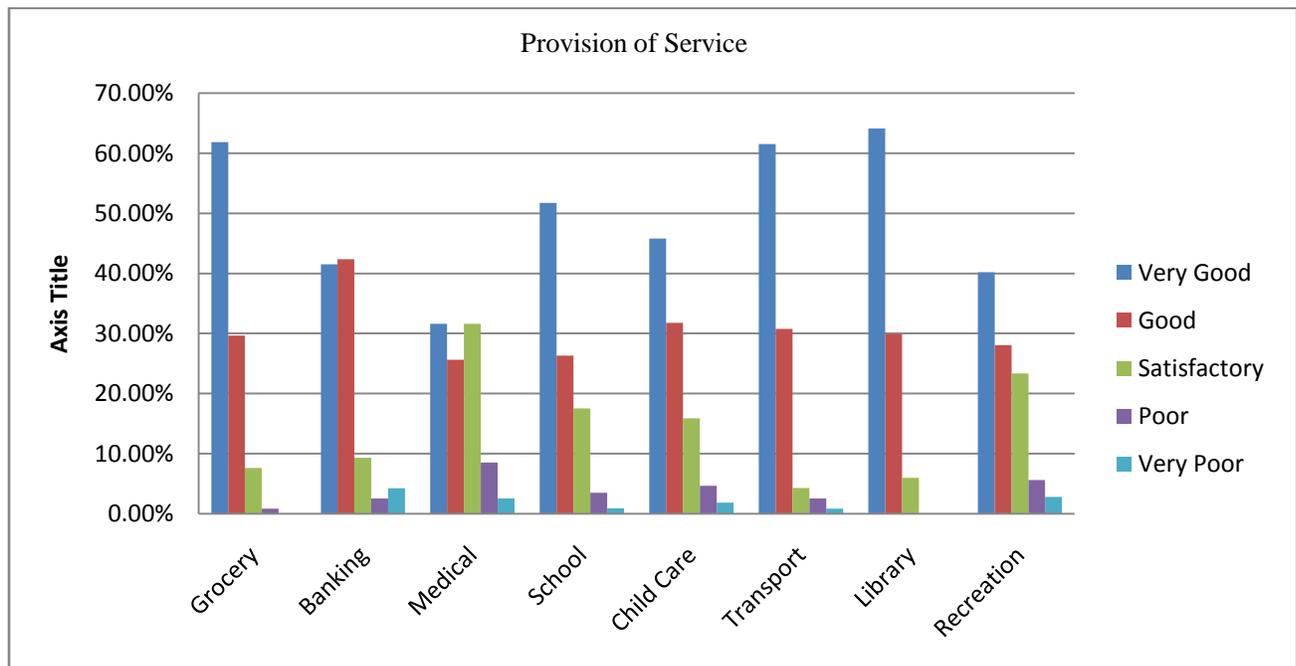
In addition to its very preferable location at the city of Toronto, it has public transportation resources, Banks, business institutions, population with diverse culture and languages and so on.

Table 4.2

No.	Organizations	Services	Address
1.	Sherbourne subway station	TTC75 bus sherbourne	Sherbourne
2.	Castle frank subway station	TTC 65 parliament bus and 94 Wellesley st	Castle frank
3.	TD bank	Banking services	1168 Bloor and Sherbourne St.
4.	CIBC bank	Banking services	245 Carlton and Parliament St.
5.	No-frills	Grocery store	555 Sherbourne St
6.	Food Basics	Grocery store	238 Wellesley St.e
7.	Shoppers drug marts	Pharmacy and other	467 Parliament St
8.	Shoppers drug marts	Pharmacy and other	565Sherbourne St
9.	St James town public library	Library services	495 Sherbourne St.
10.	Legal Aid Ontario	Legal services	425 Bloor St.e
11.	Rosedale pharmacy	Health services	600 Sherbourne St.

4. Provision of Services

Chart 4.1



Regarding grocery shopping experience, 61.86% respondents marked very good followed by 29.66 Good, 7.63 as satisfactory and 0.85% with Poor remark. However, only 49.53% have responded bank experience as Very Good followed by 42.37% Good, 9.32% Satisfactory, 2.54% Poor and 4.24% with Very Poor remarks. Similarly, 31.63% have Very Good medical service experience, 26.64 have Good experience followed by 31.62% with satisfactory, 8.55% with Poor, and 2.56% have Very Poor experience.

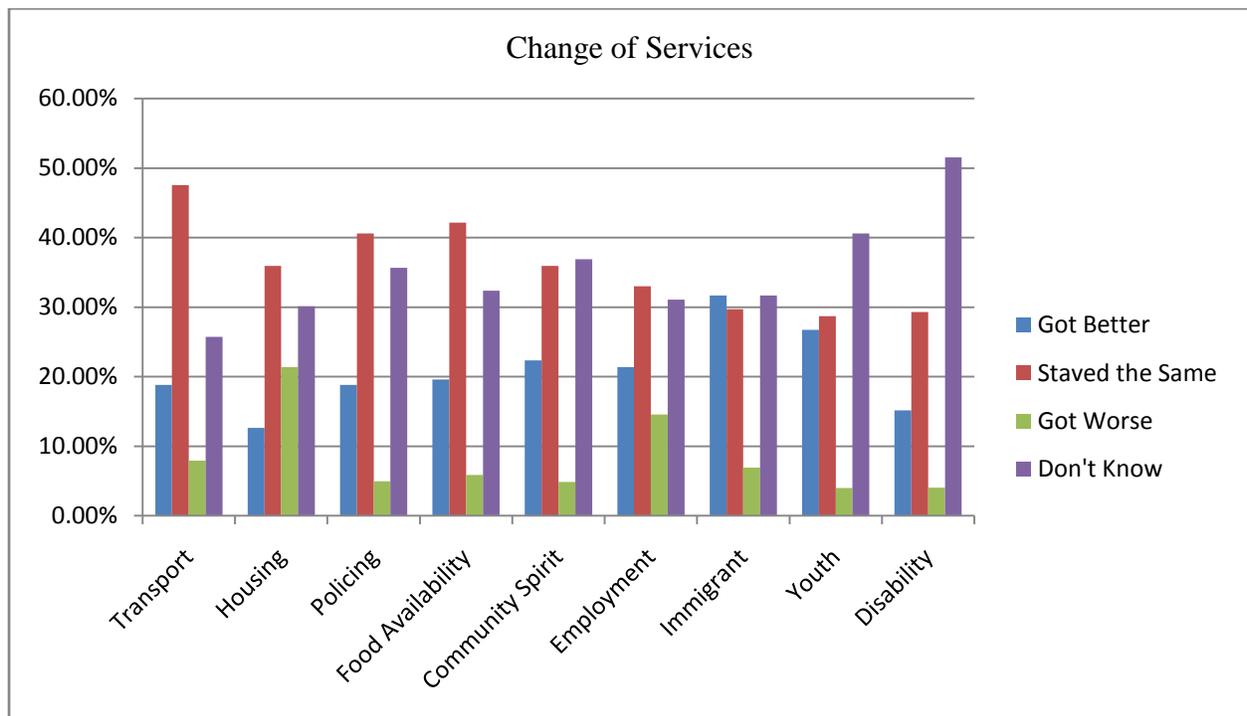
School service is rated Very Good by 51.75% followed by Good, Satisfactory, Poor and Very Poor respectively by 26.32%, 17.54%, 3.51% and 0.88% respondents. Similarly, Child Care service is rated Very Good by 45.79% followed by Good, Satisfactory, Poor and Very Poor comments by 31.78%, 15.89%, 4.67%, and 1.87% respondent respectively. Moreover, Library Service is rated Very Good by 64.11% respondents followed by Good and Satisfactory comments by 29.91% and 5.98% respondents respectively.

Transportation service including TTC is rated Very Good by 61.55% followed by Good, Satisfactory, Poor and Very Poor comments by 30.77%, 4.27%, 2.56%, and 0.85% respondents respectively. However, recreational service is rated Very Good by 40.19% followed by Good, Satisfactory, Poor and Very Poor comments by 28.04%, 23.36%, 5.61%, and 3.80% respondents respectively.

5. Equity of Access

87.07% of the participants responded that they have access to services and 12.93% responded that they do not have access to services.

Chart 4.2



However, 18.18% respondents commented that public transportation improved and among the remaining 47.53% and 7.92% and commented that the service stayed the same and got worse respectively, and other 25.74% commented that they do not know the change of service. Only 12.62% found that housing service got better and other 35.92% commented that it remained the same and 21.36% responded that it got worse. The remaining 30.10% have no idea of any change in service.

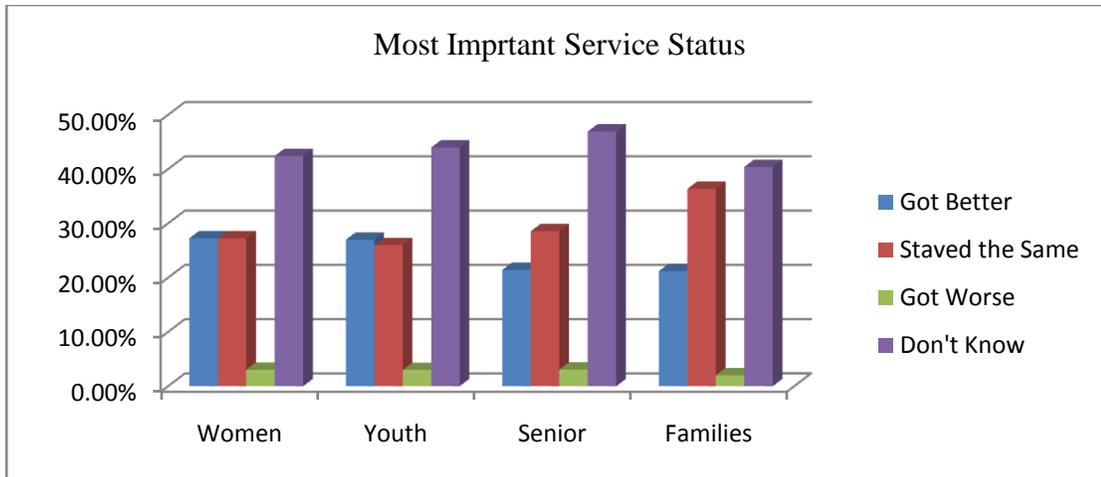
Similarly, only 18.18% of the respondents found that police service got better. And 32.35% do not know about any change at all. Similarly, only 19.61% of the respondents have experienced the condition of food availability getting better, 32.35% did not experience any change at all. 22.33% found community spirit getting better, but 36.90% does not know about it. Similarly, 21.36% found employment services getting better, but 31.07% does not know the difference among the respondents. Almost in the same pattern, 31.69% respondents experienced immigration service getting better however, 6.93% have experienced it getting worse and 31.68% does not know any change in it. In the same line, Services for Youth have been found to be improved by 26.73%, same by 28.71%, worse by 3.96% and no difference by 40.60%. High percentage of respondents not knowing the changes of services for the people with disability can be understood because of their very limited contact with the persons with disability or familiarity with their perspective. 15.15% found it improved, 4.04% getting worse and 51.52 are not familiar with any changes.

Regarding the persons with disability, many have voiced their concern all the three nearby subway stations don't have elevators. Some of them have suggested providing more support so that they could develop their skills and enjoy like other people without disability. The suggestion ranges from smoothing the road to make their movement easier to providing more support and protective and personalized healthcare.

6. Most important Service Identification

In average, less than 25% have responded that service has improved in women, youth, senior and families service sectors and none of these has reach 30 % in individual sector. Instead, a small but steady average 3 % have responded that it got worse and over 40 percent in average has responded that it did not see any difference at all.

Chart 4.3



However the respondents have provided a list of services important to them during the survey. The following table shows 13.25 are concerned about health services followed by 10.84%, about school, 9.64% about employment, 8.43% about LINC class, 7.23% about Library, Bank and Parenting Centre each and so on.

Table 4.3

Services	Number	%
Availability Of Organic Food,	1	1.20%
Career Development Info.	1	1.20%
Coffee Shops	1	1.20%
Housing Resource Centre.	1	1.20%
Information	1	1.20%
Knowledge Places	1	1.20%
Programs And Services For Families	1	1.20%
Recreation And Park.	1	1.20%
Social Assistance	1	1.20%
Subsidy	1	1.20%
Volunteer	1	1.20%
After School.	2	2.41%
Nepali Community	2	2.41%
Police,	2	2.41%
Elevators On Building.	2	2.41%

ESL Class	3	3.61%
Programs For Youth,	3	3.61%
Grocery,	5	6.02%
Bank,	6	7.23%
Library	6	7.23%
Parenting Centre.	6	7.23%
Line Class.	7	8.43%
Employment Services	8	9.64%
School	9	10.84%
Health	11	13.25%

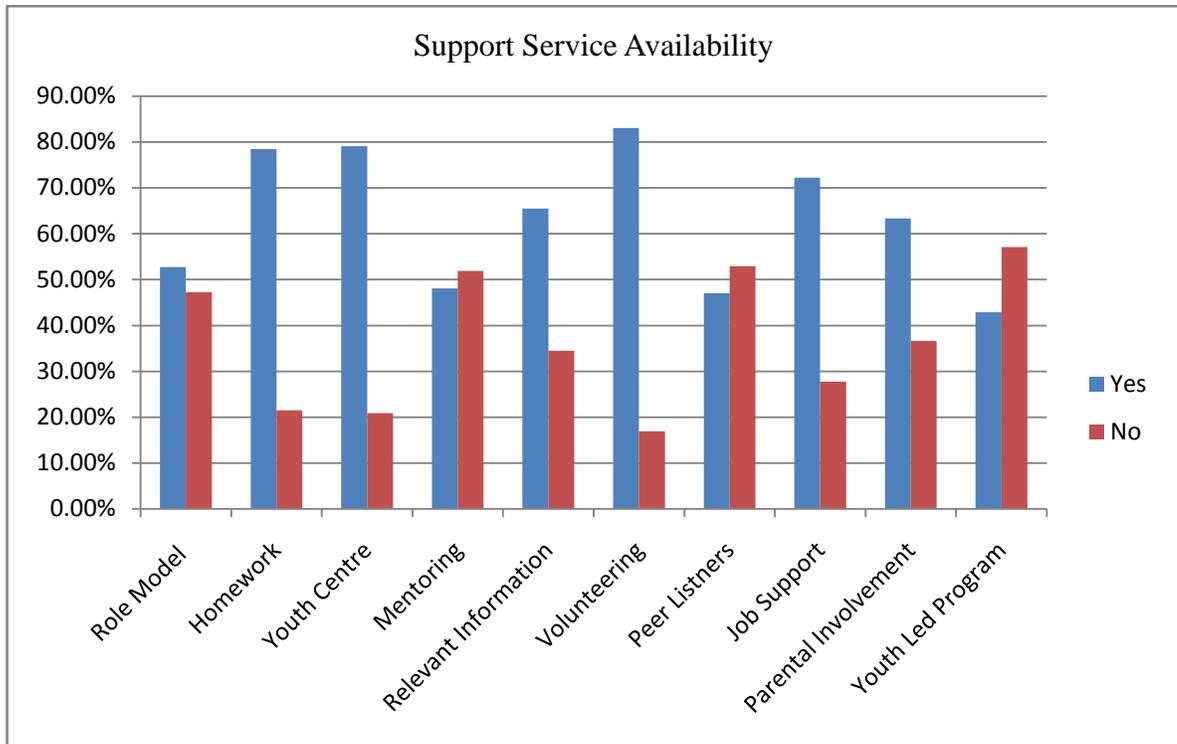
7. Thoughts and Suggestions (Programs for Children and Youth)

Suggestions from the respondents range a wide variety of things. Most of them have highlighted the issue of children from day care, night care and safe playing area and indoor playground. Some of them have suggested organizing periodic quizzes and competition and rationale behind it is that such a program would not help to develop the children only but in mixing up between the diverse cultured people. Similarly, some of them have suggested having more employment support services and entrepreneur development programs. Other group have suggested expanding parenting centre as it is overcrowded. Other suggestions include safe park, recreation area, more children program for swimming, skiing in winter and so on. Lastly, some of them have suggested more programs for the children from low income families in sports and recreations.

8. Support Service Availability versus Accessibility

The respondents of the Survey have provide a picture from their perspective about 10 support services namely, Role Model, Home Work Assistance, Youth Centre, Mentoring, Relevant Information follow, Volunteering Opportunities, Peer Listeners, Job Support, Parental Involvement and Youth Led Program.

Chart 4.4

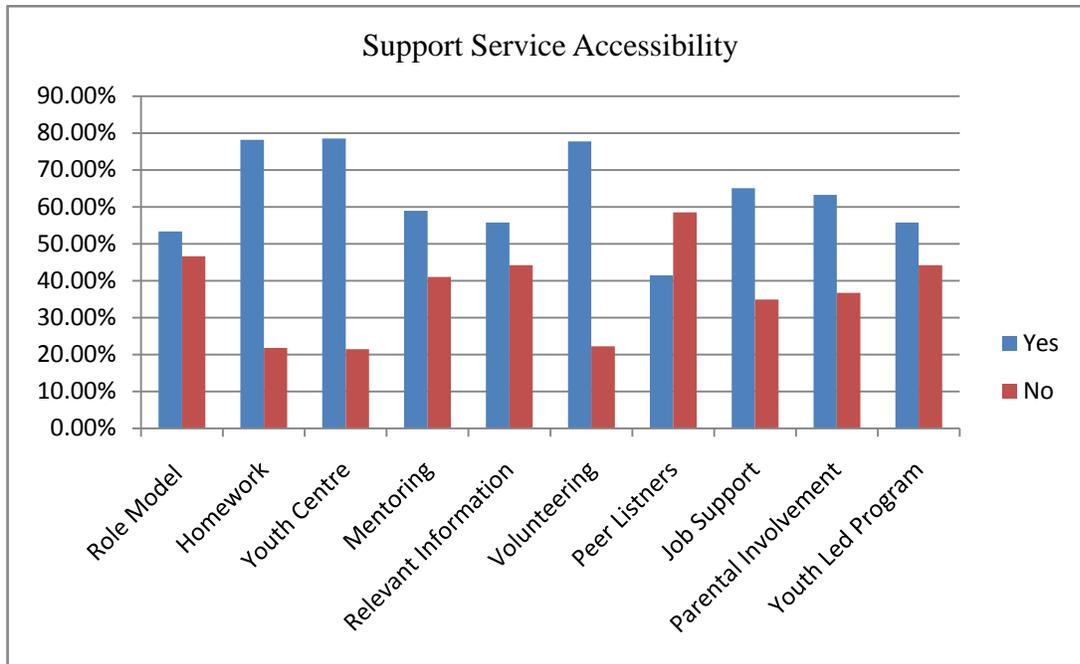


The chart above shows that 52.73% participants have responded that Role Model is available in the society, but 42.27% have said that a role model is not available. Similarly, 78.46% have responded that homework assistance is available, but 21.54% said that it is not available. Similarly 48.08% have responded that Mentoring Service is available but 52.92 % have not. Regarding the availability of Relevant Information, 65.52% have responded yes and 34.48% no. 83.08% of the respondents say Volunteering is available in the society but the other 16.92% say that it is not available. Similarly, 47.06% respond yes to the availability of Peer Listeners and 52 % no, 72.22% say yes to Job Support availability, but the other 27.78% no, 63% say yes to Parental Involvement and other 36.67% no and finally, 42.86% say yes to the availability of Youth Led Program but other 57.14% say no.

Other interesting fact about Chart 4.4 is that Volunteering, Youth Centre, Homework have significant yes followed by varying degrees of Yes except on Mentoring, Peers Listeners and Youth Led program which have more no than yes.

Similarly, on the accessibility of the same 10 service categories presented in Chart 4.4 above, the participants have responded in the similar pattern except on two service categories namely Mentoring Service and Youth Led Program. Regarding the availability of Mentoring Service, 48.08% responded yes and the remaining 52.92 % responded no. But regarding the accessibility of Mentoring Service, 58.97% yes and the remaining 49.03% responded no as shown in chart 4.5 below. Similarly, regarding the availability of Youth Led Programs, 42.86% say yes and other 57.14% say no, but regarding accessibility of the Youth Led Programs 55.81% say yes and 44.19% say no.

Chart 4.5

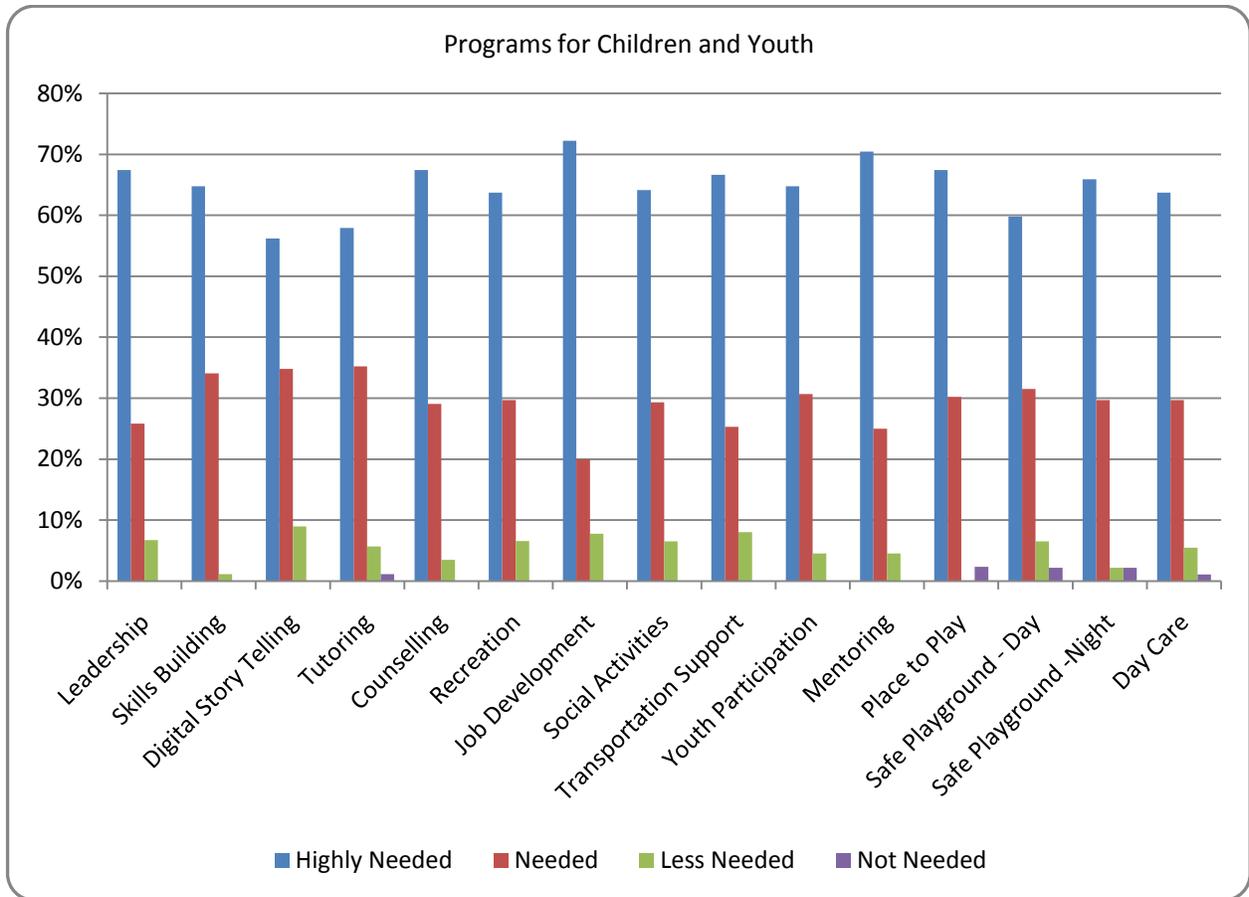


Except Peers Listeners, all the service categories have scored more yes than no.

9. Programs for Children and Youth

Chart 4.5 shows below that job development has the highest score on highly needed category with 72.22% and subsequently 0% on not needed category. Similarly mentoring comes second with 70.45% score and the third comes counseling with 64.44% with 0% score in not needed category. Leadership and Place to play come fourth and fifth with 64.44% and 64.42% respectively. Other highly needed service categories are transportation support, playground night, and skill building with 66.66%, 65.93% and 64.77% respectively. Digital Storytelling and safe playground-day are the lowest scoring needed service categories with 56.18% and 59.79% respectively.

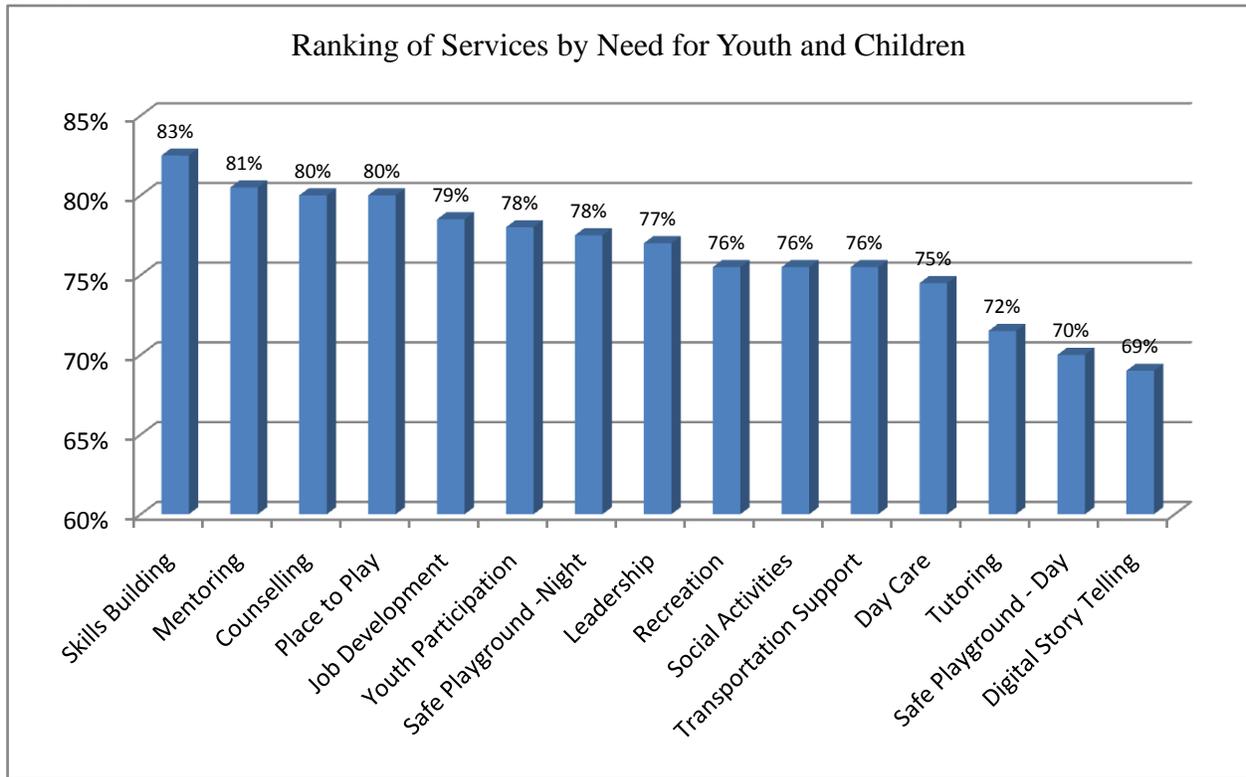
Chart 4.5



The chart below shows the overall ranking of services by four categories namely Highly Needed, Needed, Less Needed, Not Needed as whole. Highly Needed category is assumed to be twice strong as Needed as well as Not Needed category is assumed to be twice strong as Less Needed. While doing so, following formula is compiled to calculate ranking:

$$\text{Score} = \frac{(\text{Highly Needed \%} \times 2) + \text{Needed \%} - \text{Less Needed \%} (2 \times \text{Not Needed \%})}{2}$$

Chart 4.5.1



Based on the formula Skills Building, Mentoring, Counselling, Place to Play have scored 83%, 81%, 80% and 80% and these have been ranked first, second, third, and fourth respectively.

10. Programs for People with Disability

Regarding the persons with disability, a good number of participants have voiced their concern that all the three nearby subway stations don't have elevators. Some of them have suggested that providing more support would help them to develop their skills and enjoy normal life like other people without disability. The suggestion ranges from smoothing the road to make their movement easier to providing more support and protective and personalized healthcare.

Transportation has the highest score of 90.20 % in very important and 8.82% in important categories despite 0.98% score in not important categories, followed by Buildings and facilities with 86.14% score in very important category, 12.87% in important category and 0.99 % in not important categories. Programs and services has the lowest score with 80.39%, 17.65% and 1.96% in very important, important and not important categories as shown in Chart 4.6 below.

Chart 4.6

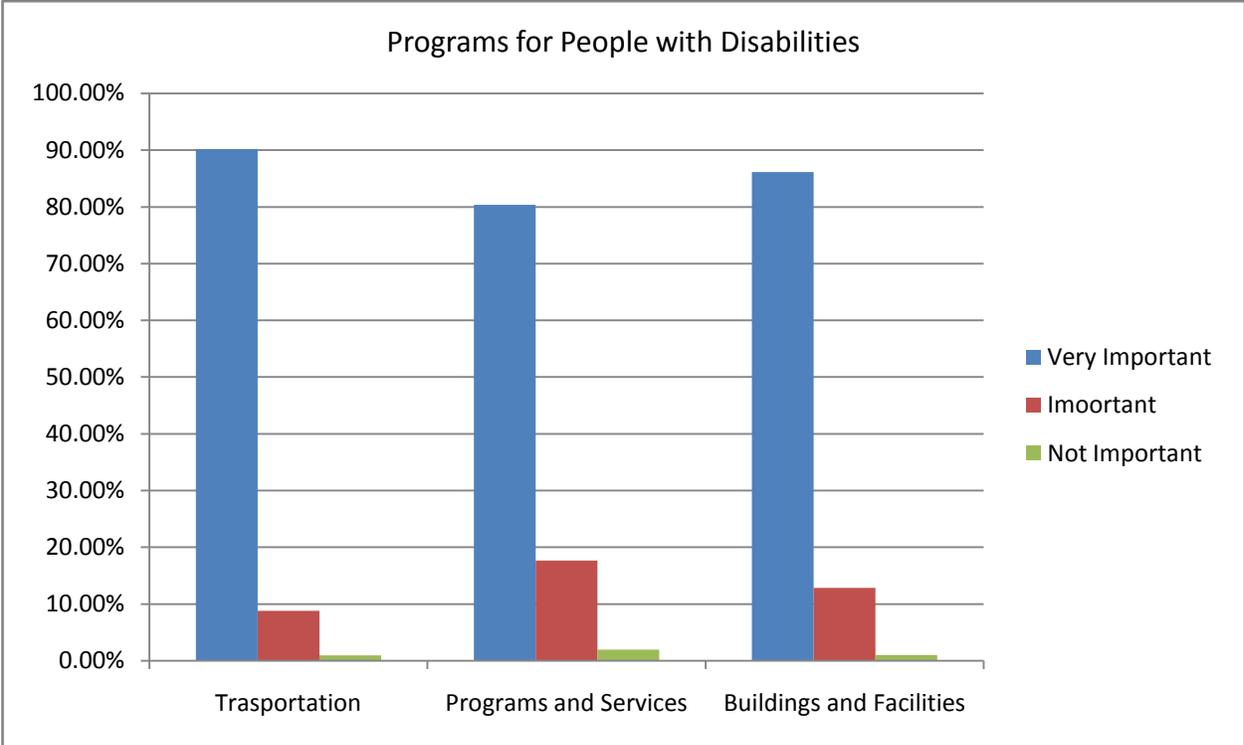
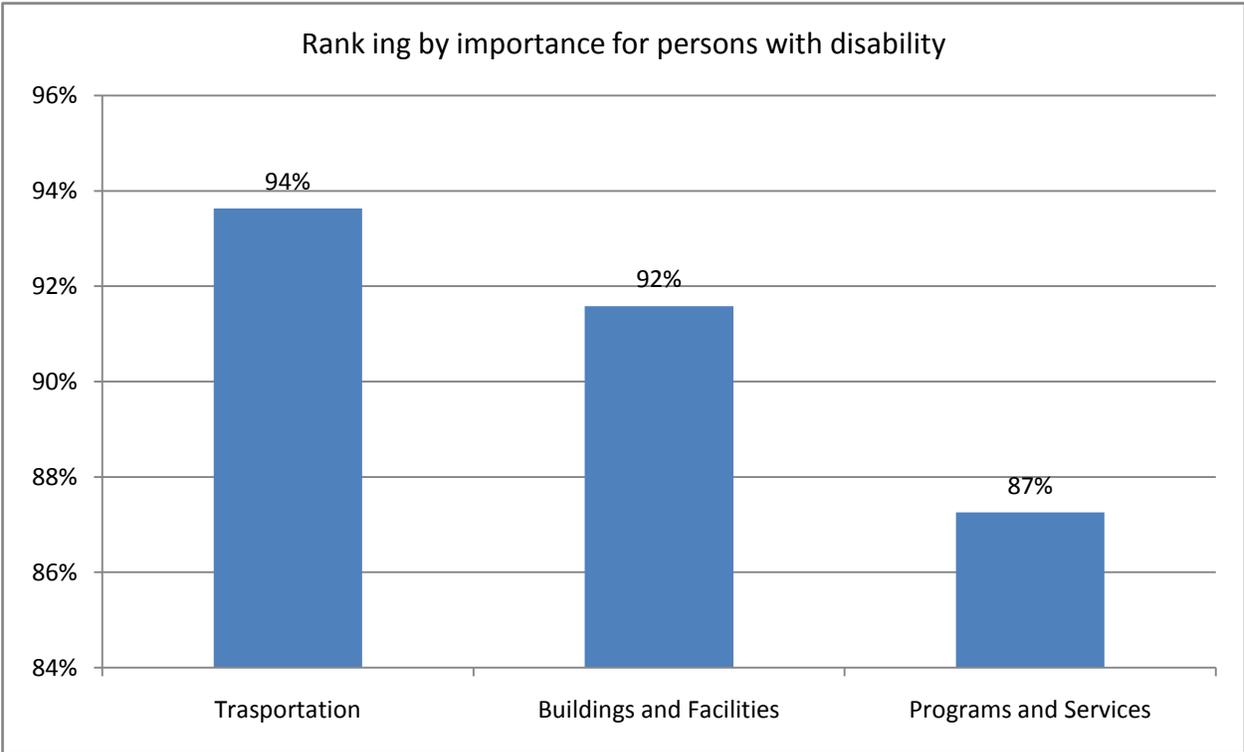


Chart 4.6.1



As the formula as ranking in services needed for children and youth, a formula is compiled to rank the importance of three sectors above in Chart 4.6.1.

$$\text{Score} = \frac{(\text{Very Important \%} \times 2) + \text{Important \%} - (2 \times \text{Not Important \%})}{2}$$

Transportation has scored of 94%, followed by Buildings 92% and Programs and Services 87%.

11. Main Challenge facing the community

Diversity and multiculturalism are identified as the main strengths of the society by the participants in St. James town. Others have identified services like elementary, middle and high schools, ESL and LINC classes, community centre, banks, stores, hospital, transportation hubs and different offices are located nearby. Solidarity and lack of dominance of one or other culture is positive factor for a number of respondents.

Some have concern about frequent robbery and car breaking too. Similarly, as there is very diverse culture, there is a need to bridge them together. Otherwise, people look at each other without communicating and mixing that may erode community spirit.

Chapter 5: Responsibility to Protect Environment

1. Environment Protection

35.71% of the respondents have answered that the provision of recycling is adequate in their community. Remaining 64.29% have indicated that the current provision is not adequate. Chart 5.1 below shows the participants recycling bottles, clothes, paper, cans and plastics along their perception about the adequacy of current recycling provisions.

88.79% respondent recycles paper but remaining 11.21% don't. Similarly, 87.72% recycle bottles but 12.28% don't; 87.39% recycle cans and plastics and 12.61% don't and 84.82% recycle and 15.18% don't.

i) *Recycling*

Chart 5.1

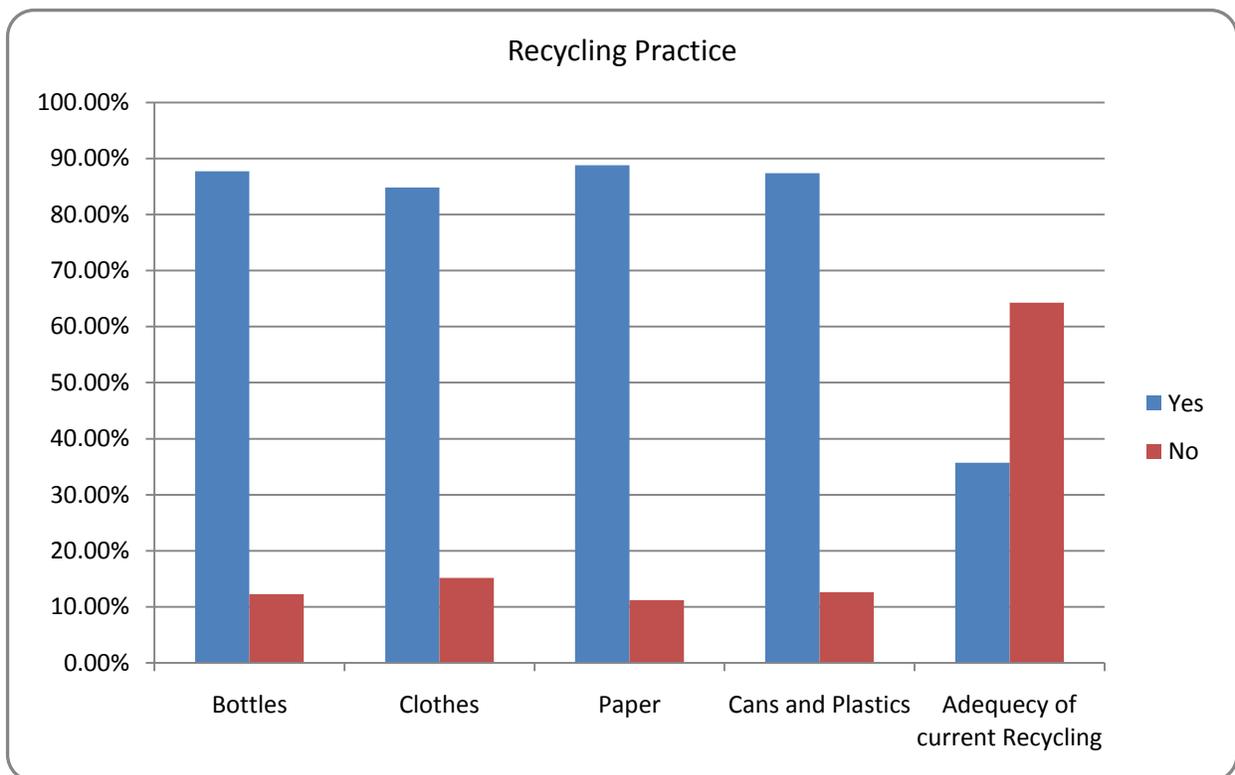


Chart 5.2 below show that 45.69% respondents take TTC (Toronto Transit Commission) transportation service as their self initiative to protect the environment followed by 37.07% recycling, use of low flow

toilets and other initiatives 5.17% each. Using eco friendly bulbs and using low flow shower heads occupy 4.31% and 2.59% share respectively.

Chart 5.2

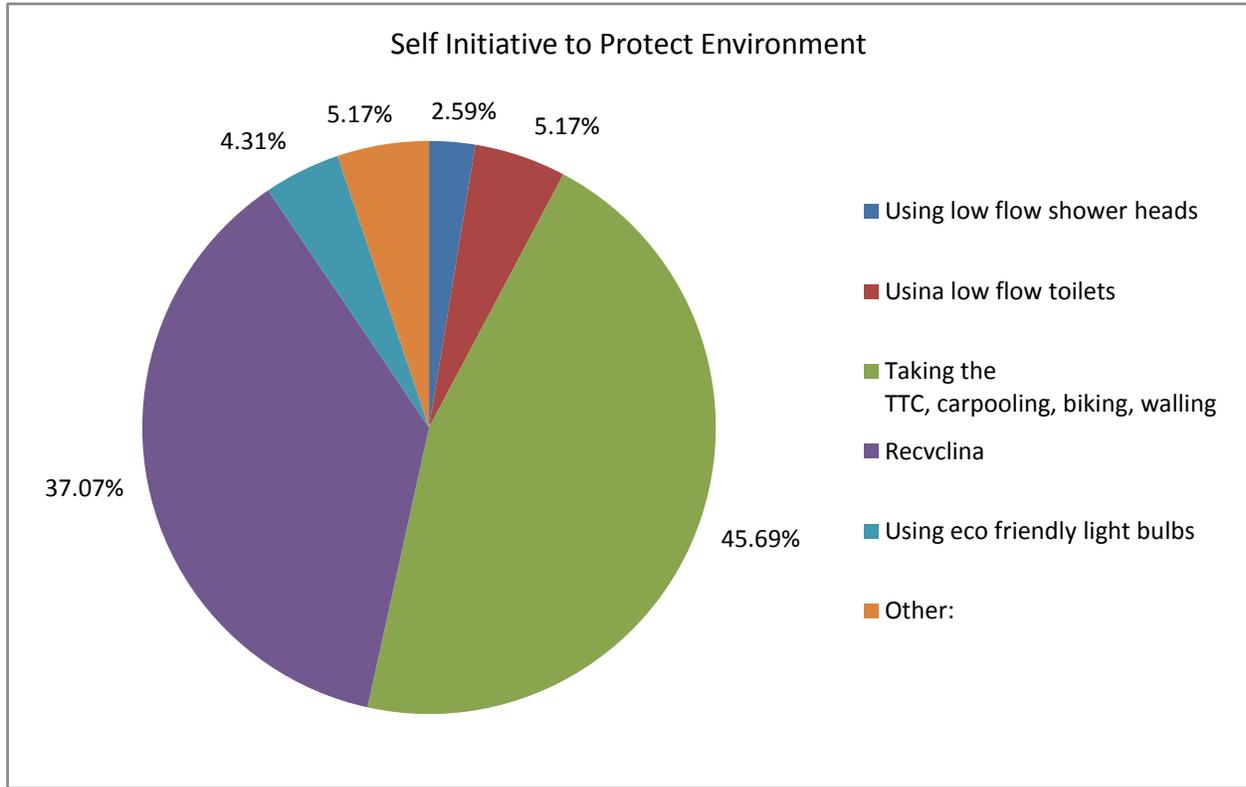


Table 5.1

Value	Description	Number	%
1	Using low flow shower heads	3	2.59%
2	Using low flow toilets	6	5.17%
3	Taking the TTC, carpooling, biking, walling	53	45.69%
4	Recycling	43	37.07%
5	Using eco friendly light bulbs	5	4.31%
6	Other:	6	5.17%

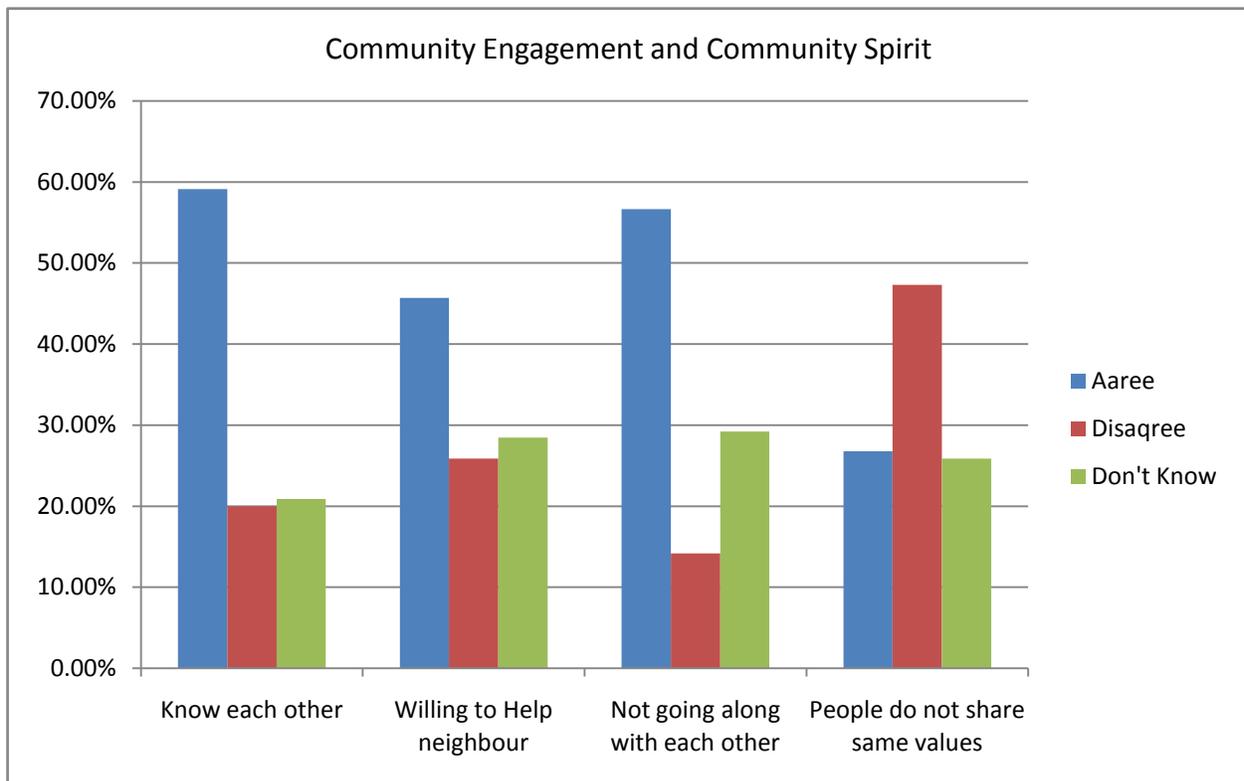
ii) Other ways I protect the environment:

Recycling, using eco friendly light bulbs, using low flow toilets, using materials that can be recycled, and switching off unnecessary electric appliances, reducing use of plastics are some of the most common initiatives the respondents have reported to be taking. Other initiatives include walking instead of taking

TTC, reusing plastic bags, reducing chemical products. Other group of respondents sees plantation, adopting waste-less eating, using green product, riding bike, no smoking and teaching children about environment and waste management effective steps to protect environment.

Chapter 6: Community Engagement and Community Spirit

It is very difficult to measure degree of community engagement and community spirit just by such questionnaire surveys. As Chart 6.1 below shows 59.13 % respondents think that the people in the community know each other, 20% disagree and 20.08% do not know about it, however similar percentage of respondent also agree with the response of reverse order question about the similar issue by ‘people not going along with each other’ with 56.64%, not agreeing 14.16% and not knowing about it with 29.20% share. As it shows the pattern of response gives a mixed and almost confusing picture. Score of 47.32% by not agreeing with “People do not share same values” supports the spirit of community strength, however agreeing to the topic and unfamiliarity of the status with 26.79% and 25.89% respectively dilute the power of this conclusion in favor of community spirit.



Community engagement and community spirit

1. Final Comment

Most of the respondents have indicated a need of an indoor swimming pool. Others have pointed that an Entrepreneur development program should be launched. Similarly, some of them highlighted frequent

burglary, and vehicle breaking issues as the top priority. In the final say, respondents have a call for more visibility to job postings, respect for each and every religion and live all together in a positive way too. Some participants even indicated that the questions in the questionnaire are not sufficiently reflecting the issues in the community and they need more questions in shed light on them.

Some respondents have used this opportunity to highlight problem of elevator in their residence buildings, and wanted to draw attention of municipal government to provide enough assets to make valid improvements in the rental buildings for the new immigrant and their family and children. Similarly, too high rent that swallows every pence of the salary, created with people are good in our community but services are not enough. And last but not the least comments about health problem and facilities that need improvement to provide primary health care.

Chapter 7: Conclusion and Recommendation

1. Conclusion

St. James Town is very close to the three public transportation hubs namely Castle Frank Subway Station, Sherbourne Subway Station and Wellesley Subway Station. Similarly, it is rich with diverse culture, pool of educated people and public as well as private institutions and businesses around. However, almost 70% of the participants, whose average household size is 4, have reported that they fall in low income category which is \$38,610.00 income for a 4 member family in a year in 2006².

It has an accessibility problem for a person with disability or in wheelchair in all the 3 hubs.

The diversity of people and the level of education are the assets of the Town, but because of very limited interaction between these diverse groups of people, these cultures form groups within the community.

Skills building, Mentoring, Counseling, Place to play, Job Development, Youth Participation, Safe Playground-Night are among the top identified needed services for children and Youth by the participants. Similarly, the participants have identified transportation as the most important service issue for the people with disability. Building and Services and Programs and Services are identified by ranking 2nd and 3rd respectively.

Moreover, the requirement of indoor swimming pool and safe playing place for children is reiterated by the participants as highly needed service in the community. Similarly, a good number have indicated that entrepreneur training, more visible job postings would help the community. Among the participants, concern of security is also very high.

2. Recommendations

- a) St James Town community should take initiative in helping TTC to make all these 3 subway stations namely Castle Frank, Sherbourne and Wellesley accessible to the persons with disability.
- b) Community development organisations around St James town should organize entrepreneur development program to empower many hidden entrepreneurs and provide more help in job search
- c) Indoor Swimming pool and safe playing place at night is one of the reiterating issue of St James town, and the community should take initiative to address this issue
- d) Asset of St James of Town are its people from diverse cultural spectrum, and the local community should take initiatives to organize more interactions between cultures to develop a spirit of solidarity from various groups of people.

² <http://www12.statcan.ca/census-recensement/2006/ref/dict/tables/table-tableau-18-eng.cfm>

Chapter 8: Theory of Change

The survey extracts various issues from the response of the participants and these issues will be the primary elements while constructing the theory of change on community need analysis in St. James Town.

Skills Building, Mentoring and Counseling have been the top 3 needed services for youth and children as per the ranking exercise in Chapter 4. Therefore, theory of change would focus on dealing with issues related to these 3 services outlined below in Logical Model:

Input	Activities	Outputs	Intermediate Outcomes	Long-Term Outcomes
<p>Training/Skill development program based on Labor Market Information, Candidates' interest and skill and organization's training delivery capacity</p> <p>Promotion of interaction between community groups through sports, competitions etc.</p>	<p>Analyze LMI and identify viable fields of trainings and skill development</p> <p>Enlist trainee candidates in search of training opportunities on the identified fields</p> <p>Interview and assess the candidates skill set and interest and select candidates</p> <p>Revise training course and provide training</p> <p>After the completion of the training help, the trainees to find jobs in their field</p> <p>Organise post training interactions periodically and promote intercommunity programs to forge solidarity and belongingness</p>	<p>Trainees on job or in internships</p> <p>Formation of an umbrella organization to incorporate all the communities</p>	<p>Indicators: Bigger number of skilled/trained people as per the demanded skill sectors</p> <p>Comparatively more frequent community interaction events</p>	<p>Integration of new immigrants and marginalized people in Canadian Workforce</p> <p>Solidarity between community as a single community with various cultural spectrums</p>

Diagram of Theory of Change

