



The World Next Door



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INTERACT
SUMMIT 2015
29-30 OCTOBER



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Research Methodology and Internet Penetration

The study is based on interviews with **18,043 adults** across **24 countries** and the **Greater Hamilton CMA** (510 sample)...

Argentina	66.4%
Australia	88.8%
Belgium	81.4%
Brazil	45.6%
Canada	83.0%
China	40.1%
France	79.6%
Germany	83.0%
Great Britain	83.6%
Hungary	65.4%
India	11.4%
Israel	74.7%
Italy	58.4%
Japan	79.5%
Mexico	36.5%
Poland	64.9%
Russia	47.7%
Saudi Arabia	49.0%
South Africa	17.4%
South Korea	82.5%
Spain	67.2%
Sweden	92.7%
Turkey	45.7%
United States	78.1%

DATA ARE WEIGHTED to age, gender, region and household income based on recent Census and/or population figures for each country. The global numbers were calculated such that each market was given equal weight when aggregated (unweighted base size = 500 for all)

Where internet penetration is more than approx. 60%, the data output is comparable to the general population.



Interviews were conducted via

Ipsos Global @dvisor

Online Omnibus June 19 to July 3, 2015;
Greater Hamilton, Ontario, Canada CMA
 Online Custom October 7 to 12, 2015

Of the those surveyed, 16 countries yield results that are balanced to **reflect the general population:** *Argentina, Australia, Belgium, Canada, France, Germany, Hungary, Israel, Italy, Japan, Poland, South Korea, Spain, Sweden, United Kingdom and United States*

The eight remaining countries surveyed –*Brazil, China, India, Mexico, Russia, Saudi Arabia, South Africa and Turkey* – reflect online populations that tend to be **more urban and have higher education/income than the general population.**

Approximately.

1,000 interviews conducted in each of: *Australia, Brazil, Canada, China, France, Germany, Great Britain, Italy, Japan, Spain, and the United States*

Approximately 500 interviews conducted in each of:

Argentina, Belgium, Hungary, India, Israel, Mexico, Poland, Russia, South Africa, South Korea, Sweden, Turkey, Greater Hamilton CMA (Ontario, Canada).

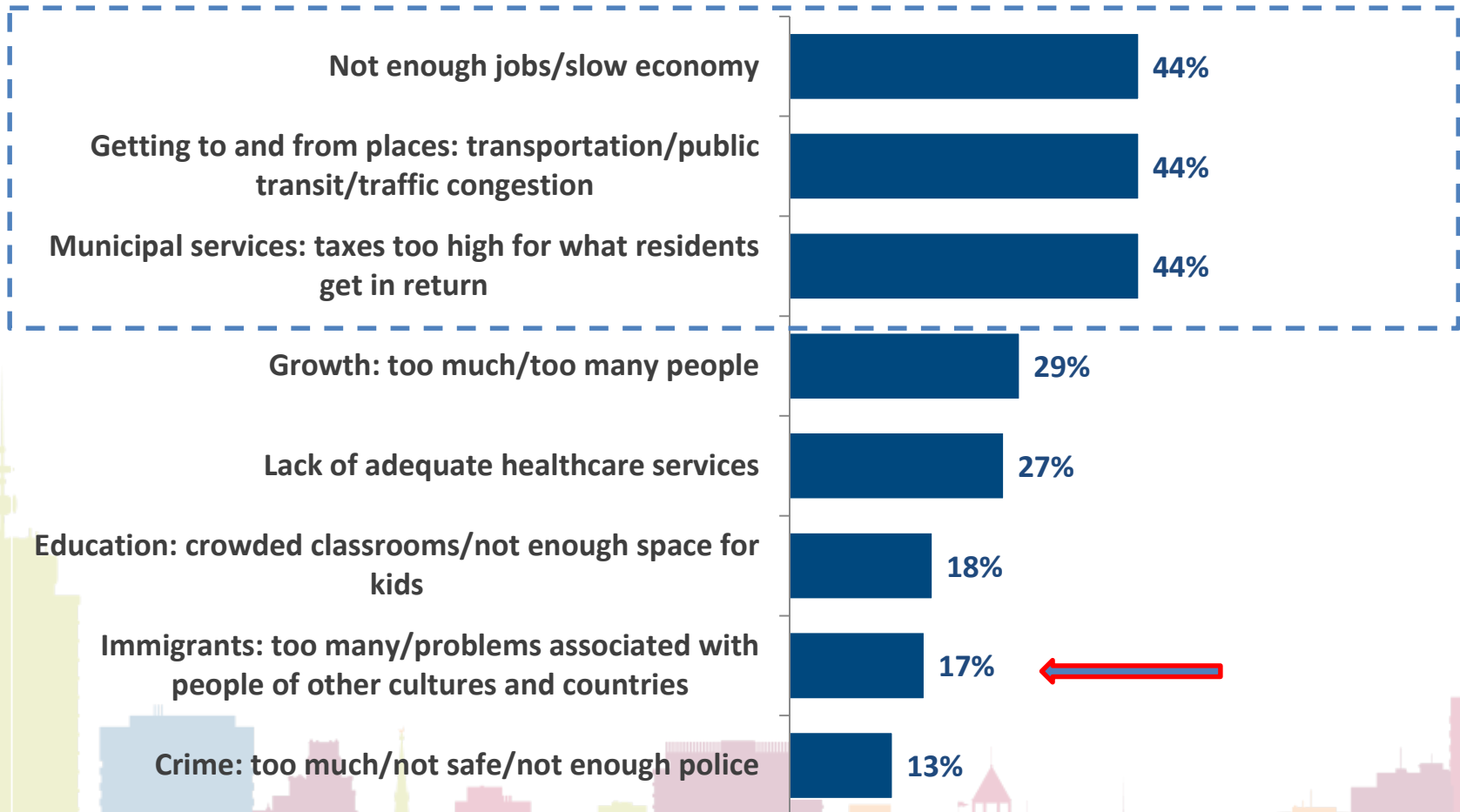
Local Methodology...

- Ipsos was commissioned by Mohawk College to conduct a study on attitudes towards immigration in the Greater Hamilton Area.
- Ipsos and Mohawk College designed the questionnaire which was fielded in English using Ipsos' custom panel. The survey was fielded October 7 to 11, 2015 to residents of the Greater Hamilton Area, which included:
 - Hamilton CMA, n=289
 - Dundas, n=16
 - Burlington, n=94
 - Oakville, n=72
 - Milton, n=39
- Global Advisor data was collected online from June 19 to July 3, 2015. This data includes country data (including Canada) as well as comparisons of the Greater Hamilton, Ontario, Canada CMA.
- The final sample size of n=510 was weighted by age, gender, and region to reflect the population of the Greater Hamilton Area. A sample size of n=510 yields a credibility interval of +/- 4.9%, 19 times out of 20.

Context:

The most important issues in the Community today...

Economy, transportation, municipal services most important issues in Greater Hamilton Area...Issues related to Immigrants for just 1 in 6...

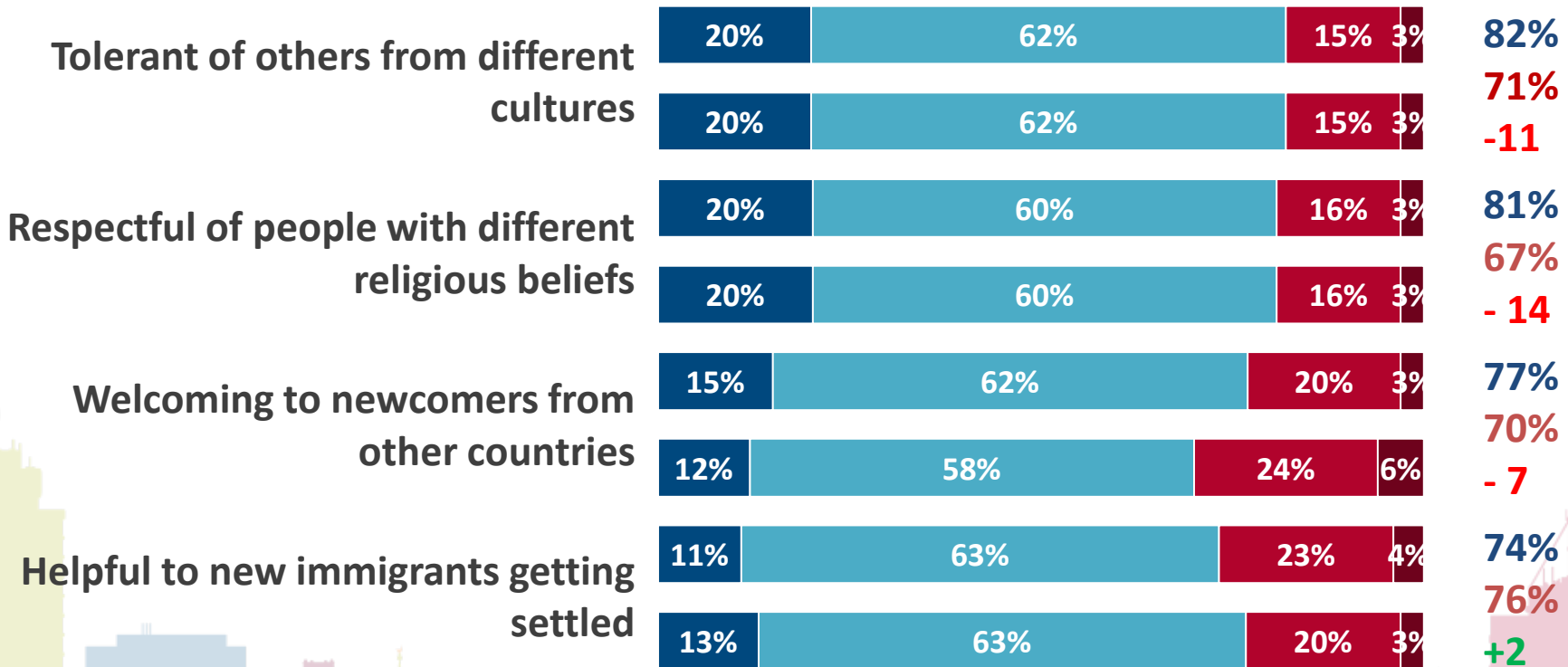


Perceptions of Residents and Immigrants/Newcomers of Hamilton...



Perceptions of *Residents* and *Immigrants/Newcomers* of Hamilton ...

■ Agree very much
 ■ Agree somewhat
 ■ Disagree somewhat
 ■ Disagree very much
 % Agree



• Thinking about the **people**, generally, who live in your community, they are...?
 • Base: All respondents (n=510)



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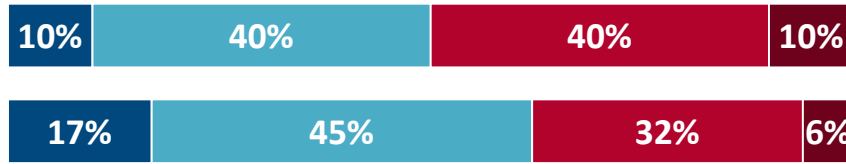
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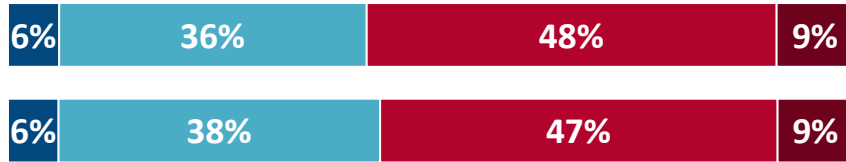
Perceptions of *Residents* and *Immigrants/Newcomers* of Hamilton ...

■ Agree very much
 ■ Agree somewhat
 ■ Disagree somewhat
 ■ Disagree very much
 % Agree

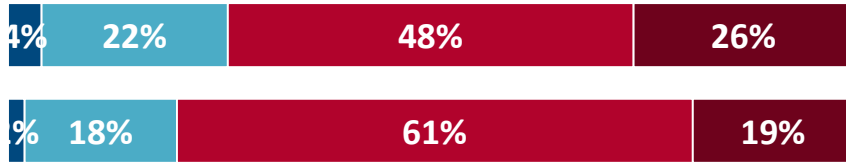
Sticking to their own kind and don't do any outreach to others in the community



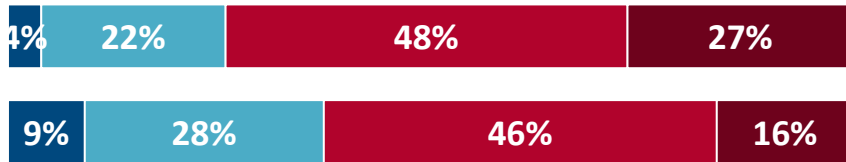
Not inclusive of others when making decisions



Discriminate against people who are not born and raised here



Racist in their attitudes



Thinking about the people, generally, who live in your community, they are...? Base: All respondents (n=510)



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The Perception Gap Scores between Residents and *Immigrants/Newcomers* of Hamilton...



Compared to **Residents**, *Immigrants/Newcomers* are perceived as:

- **Less** respectful of people with different religious beliefs **-14**
- **More likely** to stick to their own kind and don't do any outreach to others in the community **+13**
- **Less** tolerant of others from different cultures **- 11**
- **More** racist in their attitudes **+ 11**
- **Less** welcoming to newcomers from other countries **- 7**
- **Less likely** to discriminate against people who are not born and raised here **- 6**
- **More** helpful to new immigrants getting settled **+ 3**
- **More likely** to be not inclusive of others when making decisions **+ 2**



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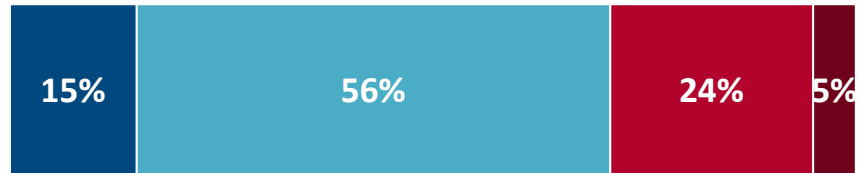
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Immigrant/Newcomer **impact** on the local economy, workforce...

Immigrant/Newcomer impact on the local economy, workforce...

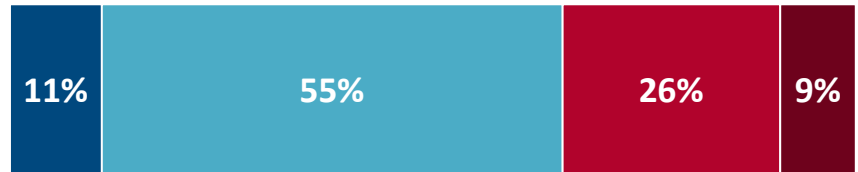
■ Agree very much ■ Agree somewhat ■ Disagree somewhat ■ Disagree very much % Agree

Contribute new skills and diversity which creates a more dynamic workforce



71%

Support the economy by taking low wage, low skill jobs that others don't want



65%

Over-skilled for the work they are currently doing



60%

• Thinking about immigrants, generally, who have settled in your community during the last number of years, are they...Base: All respondents (n=510)

Immigrant/Newcomer impact on the local economy, workforce...

■ Agree very much ■ Agree somewhat ■ Disagree somewhat ■ Disagree very much % Agree

Entrepreneurs who offer significant opportunities to open new markets to local communities



58%

Reducing opportunities for local people in terms of jobs and other community benefits



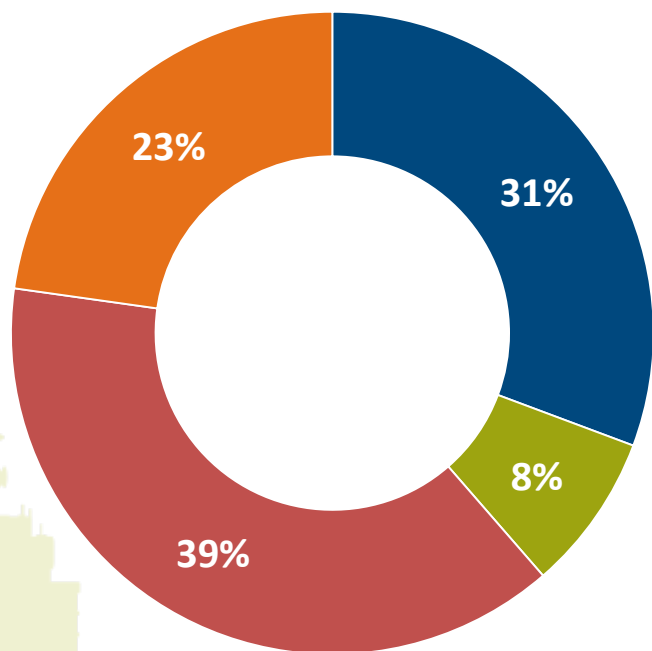
40%

Thinking about immigrants, generally, who have settled in your community during the last number of years, are they... Base: All respondents (n=510)

Welcoming Immigrants/Newcomers to the Community...

Roles/Influencers...

Most prefer municipal and social services organizations to do welcoming for newcomers; still, *three in ten* like to welcome directly...



- Welcoming them directly, in person, whenever I can including volunteer activities, 31%
- Preferring other neighbors do the welcoming, 8%
- Leaving it to those who work in municipal and community social services to do so, 39%
- Letting them use their own family network and contacts like previous immigrant generations have done in the past to get settled, 23%

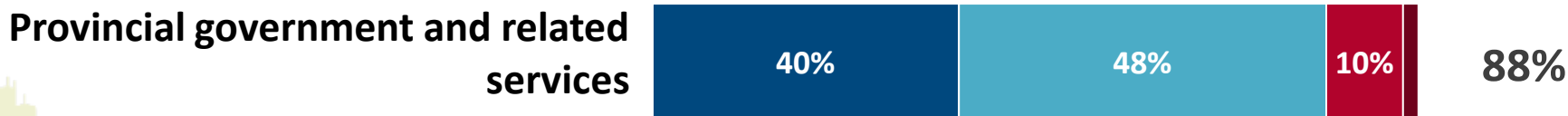
When it comes to welcoming newcomers/immigrants to my community I feel most comfortable in... Base: All respondents (n=510)

Influential people/organizations to welcome immigrants/newcomers:



Social agencies, educational, provincial and municipal gov't all have influential role to play in welcoming new immigrants...

■ Very influential role
 ■ Somewhat influential role
 ■ Not really influential role
 ■ No role at all
 % Influential



• When new immigrants or international students come to Canada, there are various people and organizations who can make them feel welcome to their new situation and life in a new land. Of the following, please indicate what type of influential role each should play in making sure that these newcomers receive a settlement that goes beyond just friendly but to truly welcoming when they get here.
 • Base: All respondents (n=510)



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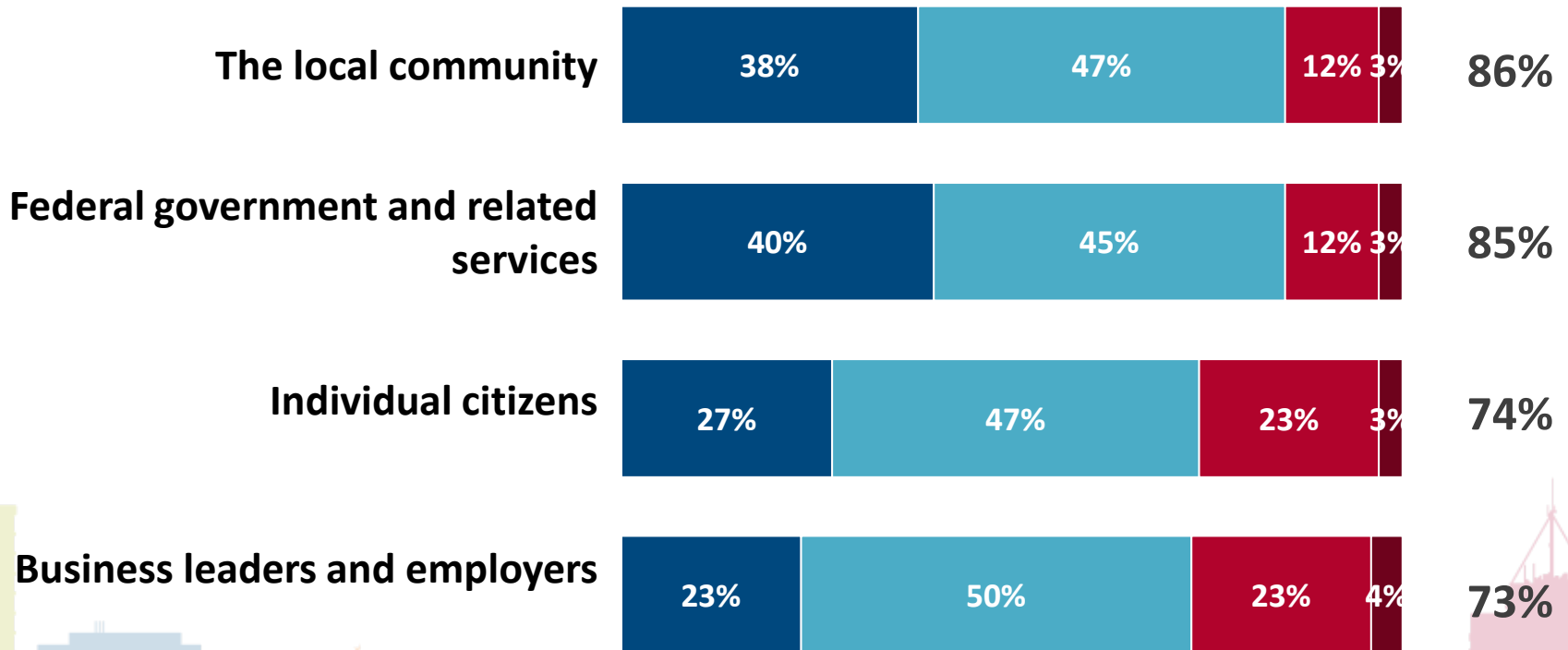


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Local community and federal gov't also influential; individuals and business leaders to lesser extent...

■ Very influential role
 ■ Somewhat influential role
 ■ Not really influential role
 ■ No role at all
 % Influential



• When new immigrants or international students come to Canada, there are various people and organizations who can make them feel welcome to their new situation and life in a new land. Of the following, please indicate what type of influential role each should play in making sure that these newcomers receive a settlement that goes beyond just friendly but to truly welcoming when they get here. Base: All respondents (n=510)



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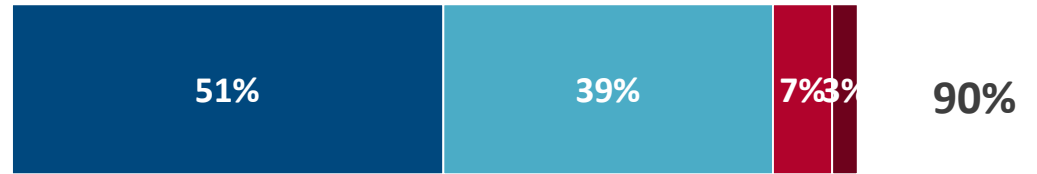
The Priorities for Educational Institutions to produce graduates who are “street smart” global citizens...



Tier 1 Priorities...

■ High Priority ■ Medium Priority ■ Low Priority ■ Not a Priority at All % Priority

Create and promote skills that support students and the workforce of the future adapt and thrive in a global economy



Provide English as a second language programs for newcomers and international students



Help determine and map the global economy of the future so that skills can be created for Canadians when and where they are needed most



• There are a number of things that our educational institutions—elementary, secondary and post-secondary --can do to produce graduates who are “street smart” global citizens. For each one of the following potential activities, please indicate if it should be a High Priority, a Medium Priority, a Low Priority, or Not a Priority at All to achieve this goal: Base: All respondents (n=510)



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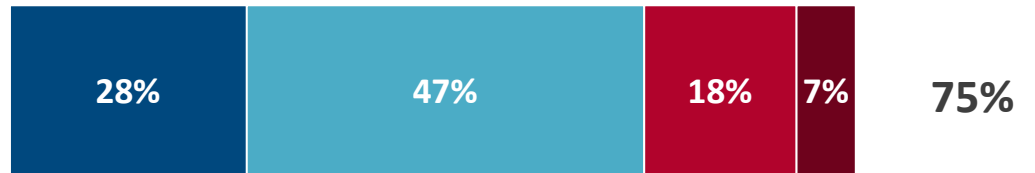
Tier 2 Priorities...

■ High Priority ■ Medium Priority ■ Low Priority ■ Not a Priority at All % Priority

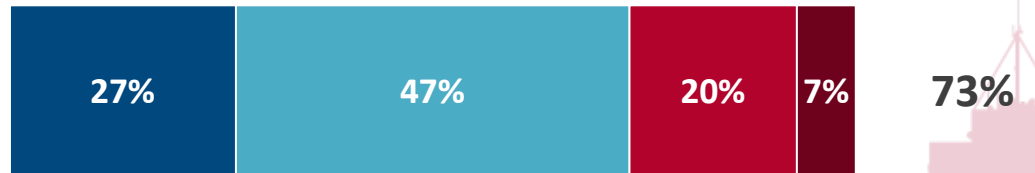
Produce graduates who have been trained to understand internationalism so they can help organize work schedules and processes for companies and other institutions to be globally connected



Include diverse international perspectives when teaching in the classroom (i.e. mixing international case studies with Canadian case studies)



Promoting global citizenship within academic programs (e.g., the curriculum) and recognizing international experience through course credits



• There are a number of things that our educational institutions—elementary, secondary and post-secondary --can do to produce graduates who are “street smart” global citizens. For each one of the following potential activities, please indicate if it should be a High Priority, a Medium Priority, a Low Priority, or Not a Priority at All to achieve this goal: Base: All respondents (n=510)



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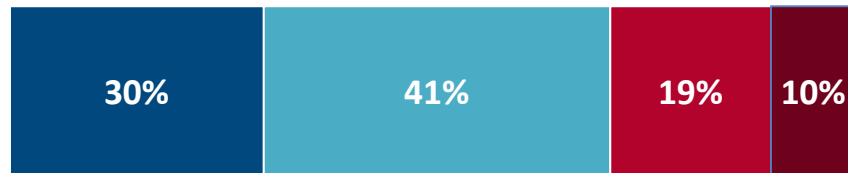
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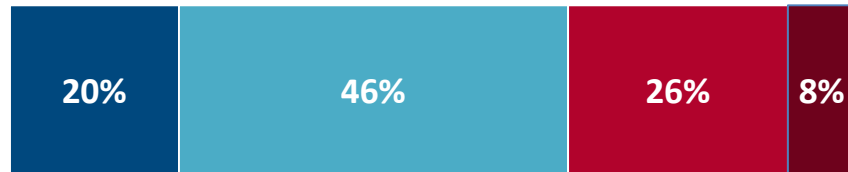
Tier 2 Priorities...

■ High Priority
 ■ Medium Priority
 ■ Low Priority
 ■ Not a Priority at All
 % Priority

Provide teachers with more training to instruct ethnically and culturally diverse classrooms



Provide volunteer international humanitarian service opportunities where College students, faculty and staff can go to other parts of the world and experience various countries and cultures



Establish international curriculum standardization so that students can transfer credits between schools regardless of country



• There are a number of things that our educational institutions—elementary, secondary and post-secondary --can do to produce graduates who are “street smart” global citizens. For each one of the following potential activities, please indicate if it should be a High Priority, a Medium Priority, a Low Priority, or Not a Priority at All to achieve this goal: Base: All respondents (n=510)



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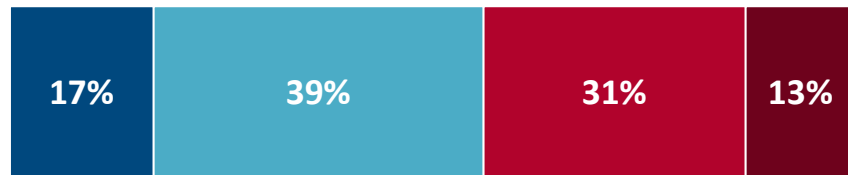
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Tier 3 Priorities...

■ High Priority
 ■ Medium Priority
 ■ Low Priority
 ■ Not a Priority at All
 % Priority

Reducing financial barriers to internationalization through scholarships, travel bursaries and funding international service learning



56%

Beyond French, provide other language education options (such as Spanish or Mandarin) for students



53%

Provide financial aid through scholarships and bursaries for international student exchange programs (including foreign students coming to Canada)



52%

• There are a number of things that our educational institutions—elementary, secondary and post-secondary --can do to produce graduates who are “street smart” global citizens. For each one of the following potential activities, please indicate if it should be a High Priority, a Medium Priority, a Low Priority, or Not a Priority at All to achieve this goal: Base: All respondents (n=510)



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The Priorities to Create Opportunities to increase newcomer employment and entrepreneurship...

Creating opportunities to increase newcomer employment and entrepreneurship...



Top Priorities...

■ High Priority ■ Medium Priority ■ Low Priority ■ Not a Priority at All

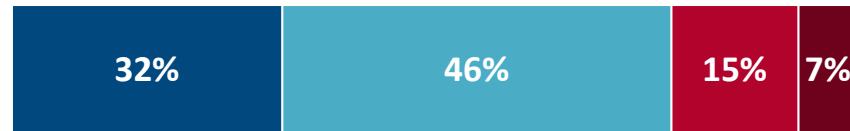
% Priority

Post-secondary institutions provide graduates who will stay and fill skill gaps in our local job market



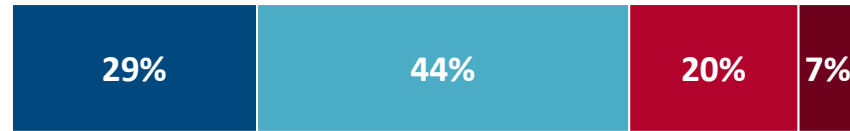
82%

Have educational institutions partner with local community based organizations to help international student graduates find jobs based on their skills and experience



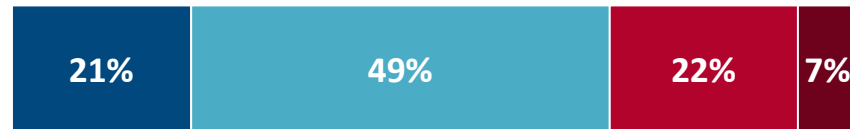
78%

Provide services delivered at a municipal level for post-secondary international student graduates to find jobs based on their skills and experience



73%

Provide entrepreneurial experiences that promote global service, awareness and international workplace competencies



71%

There are a number of things that can be done to create opportunities to increase newcomer employment and entrepreneurship. For each one of the following potential activities, please indicate if it should be a High Priority, a Medium Priority, a Low Priority, or Not a Priority at All to achieve this goal: Base: All respondents (n=510)



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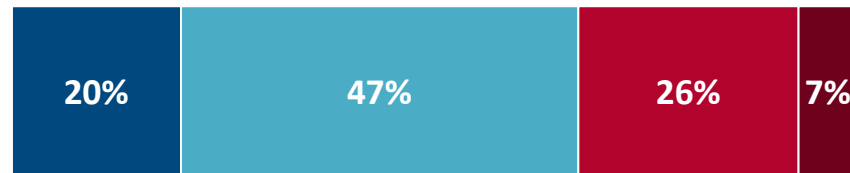
Creating opportunities to increase newcomer employment and entrepreneurship...



Secondary Priorities...

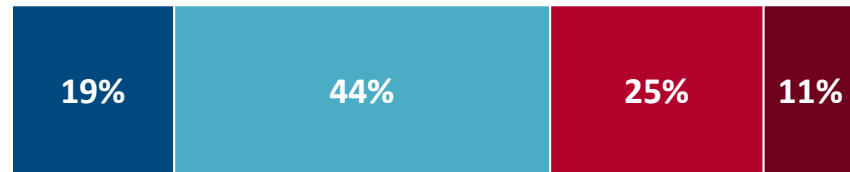
■ High Priority ■ Medium Priority ■ Low Priority ■ Not a Priority at All % Priority

Provide business leaders with educational opportunities-such as with an annually sponsored local forum-that makes them more aware of international employment and opportunities



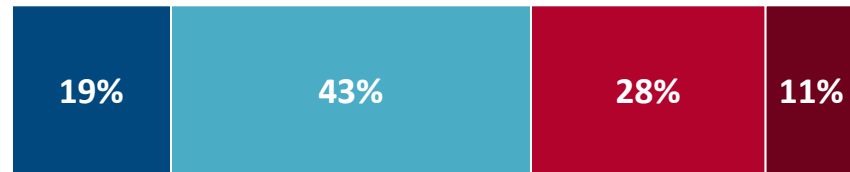
67%

Provide small and medium size business owners with internationalization education courses to support their job recruitment and retention efforts



64%

Government agencies and community service organizations support international student graduates to find jobs that Canadians don't want



62%

There are a number of things that can be done to create opportunities to increase newcomer employment and entrepreneurship. For each one of the following potential activities, please indicate if it should be a High Priority, a Medium Priority, a Low Priority, or Not a Priority at All to achieve this goal: Base: All respondents (n=510)



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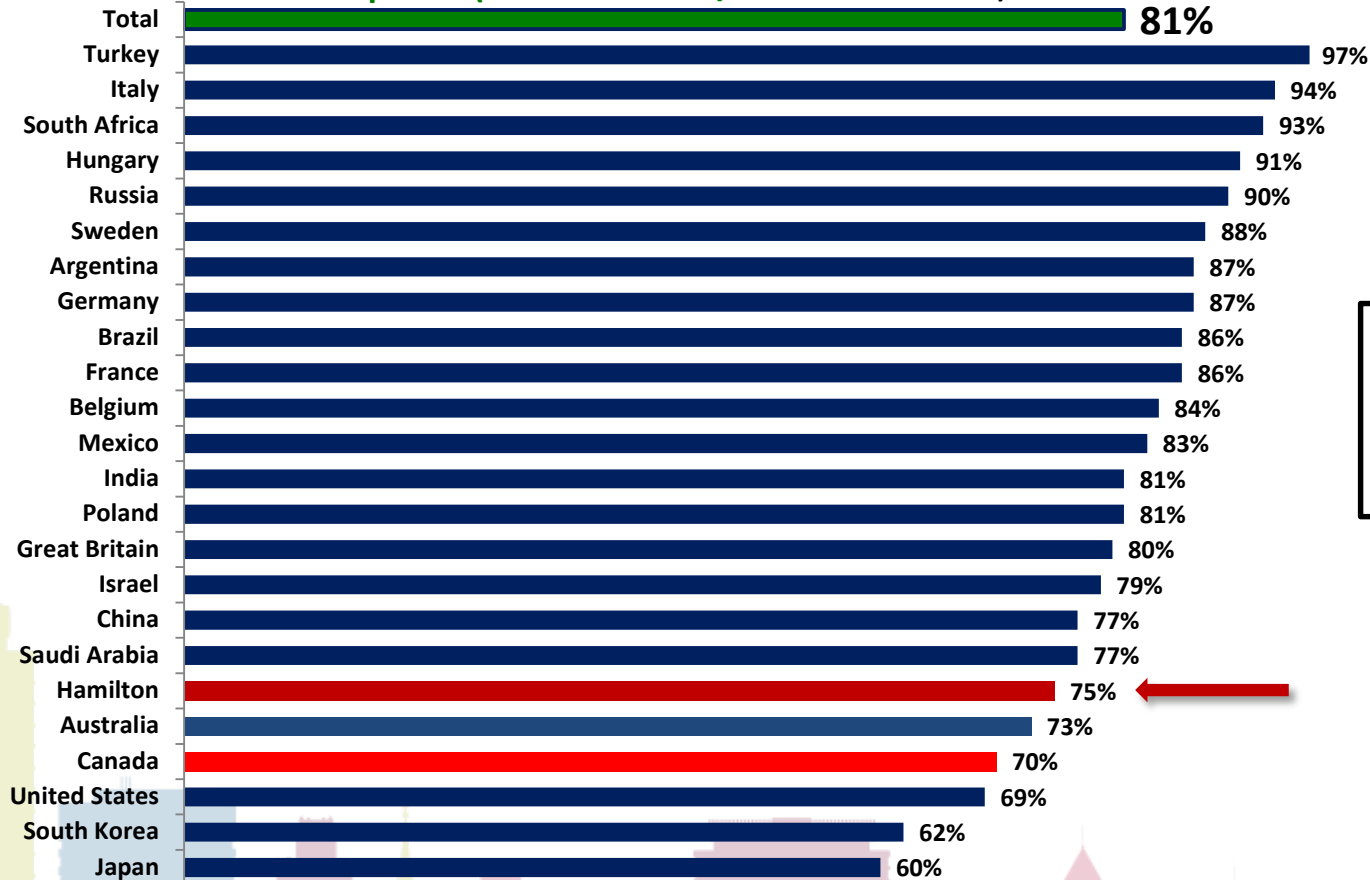
Views on Immigration: **Greater Hamilton** and the World



Over the last 5 years, in your opinion has the amount of migrants in your country/**community** **increased** (80%/75%), decreased (5%/2%) or stayed the same (14%/23%):



2015 Top2Box (Increased a Lot/Increased a Little)



Hamilton: 75%

Canada: 70%



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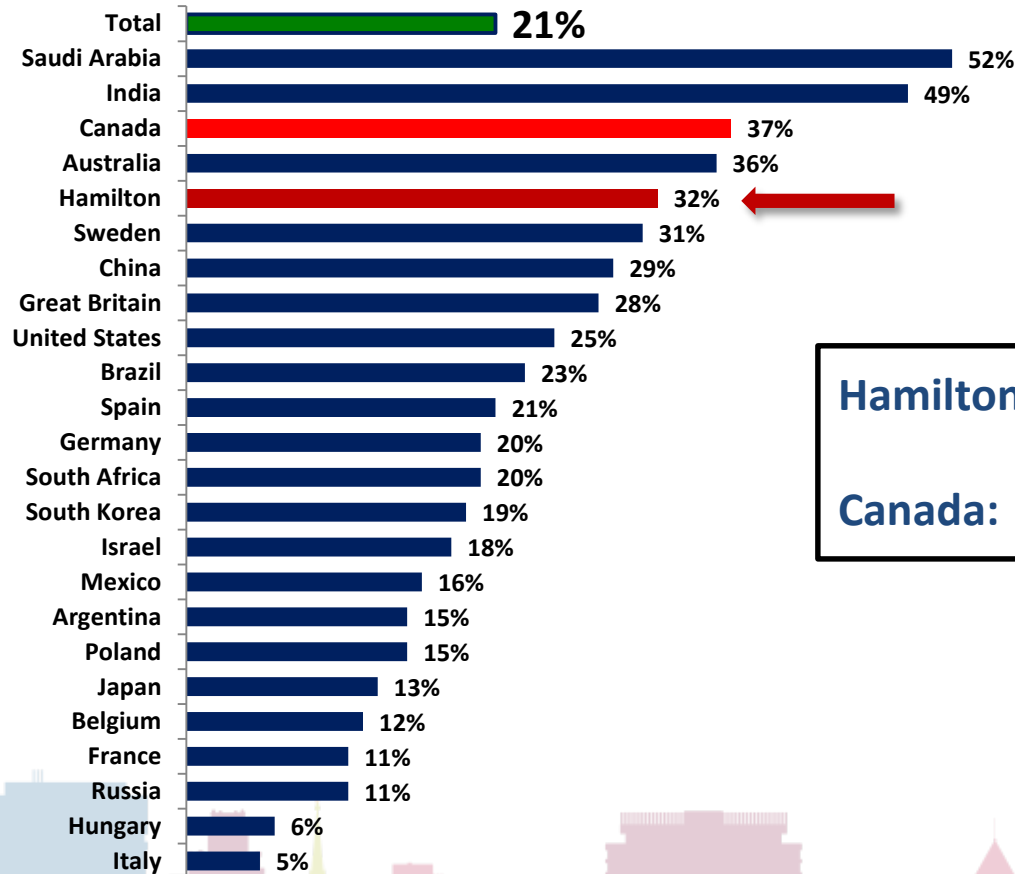
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Over the last 5 years, in your opinion has the amount of migrants in Country?

Would you say that immigration has generally had a **positive (21%/32%)**, negative (45%/20%) impact (29%/45% neither) on your country/**community**?



2015 Top2Box (Very Positive/Fairly Positive)



Hamilton: 32%
Canada: 37%

Would you say that immigration has generally had a positive or negative impact on Country?



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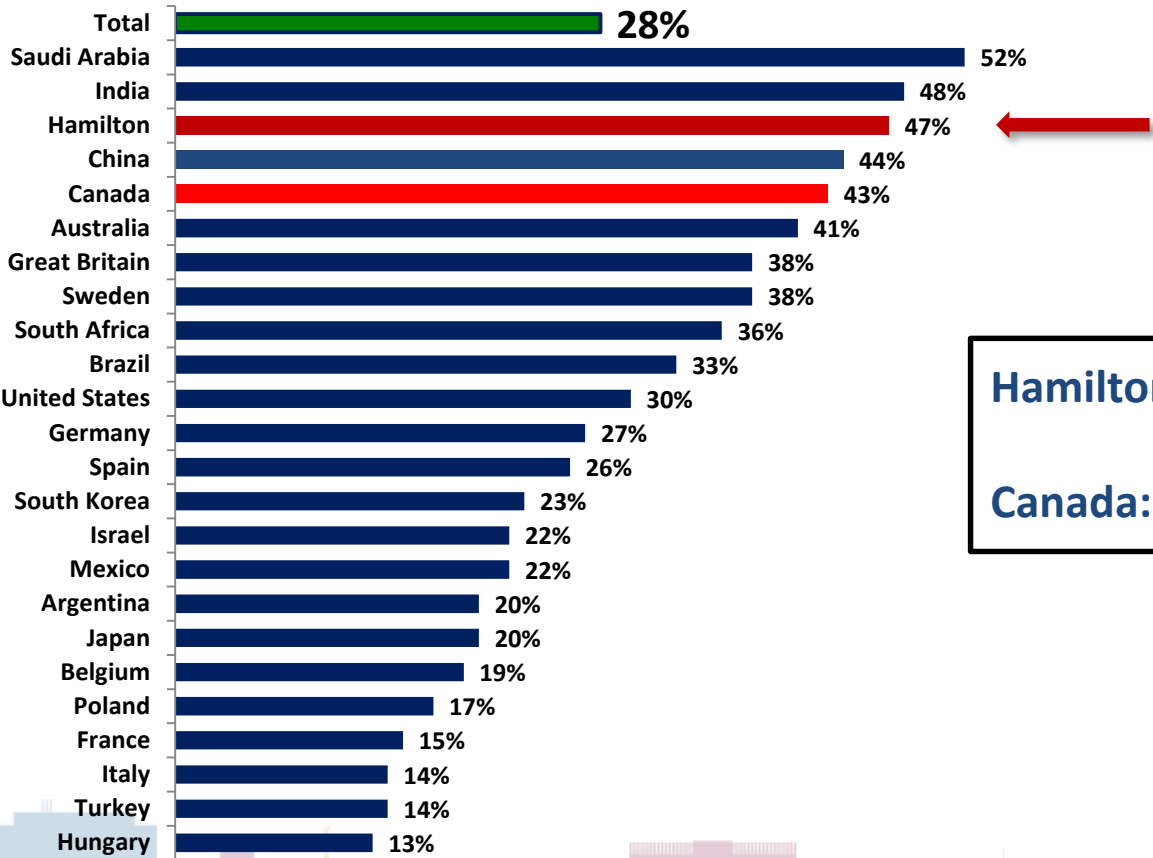
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Immigration is good for the economy of our country (28%)/community (47%):

2015 Top2Box (Strongly Agree/Tend to Agree)



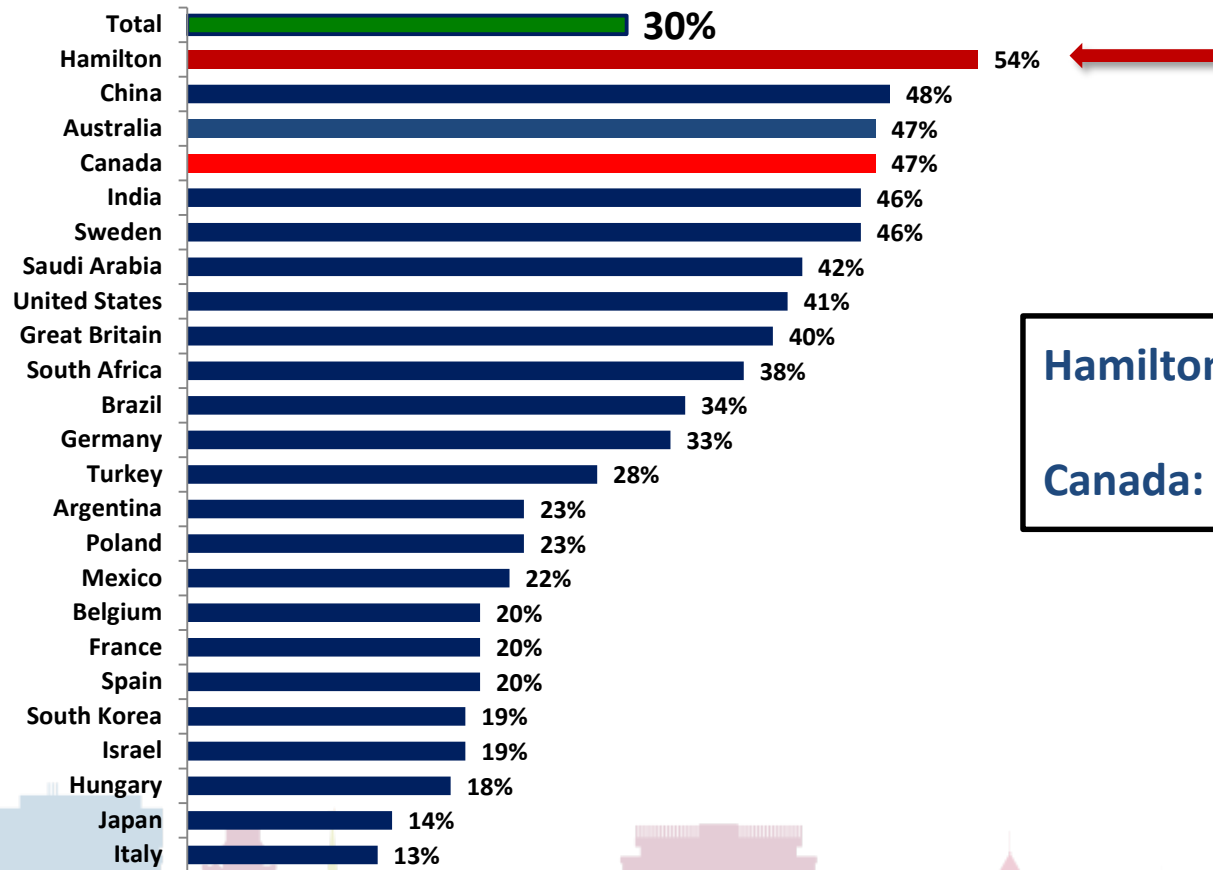
Hamilton: 47%

Canada: 43%

[Immigration is good for the economy of Country] Please tell whether you agree or disagree with each of the following statements.

Immigrants make our country (30%)/community (54%) a more interesting place to live:

2015 Top2Box (Strongly Agree/Tend to Agree)



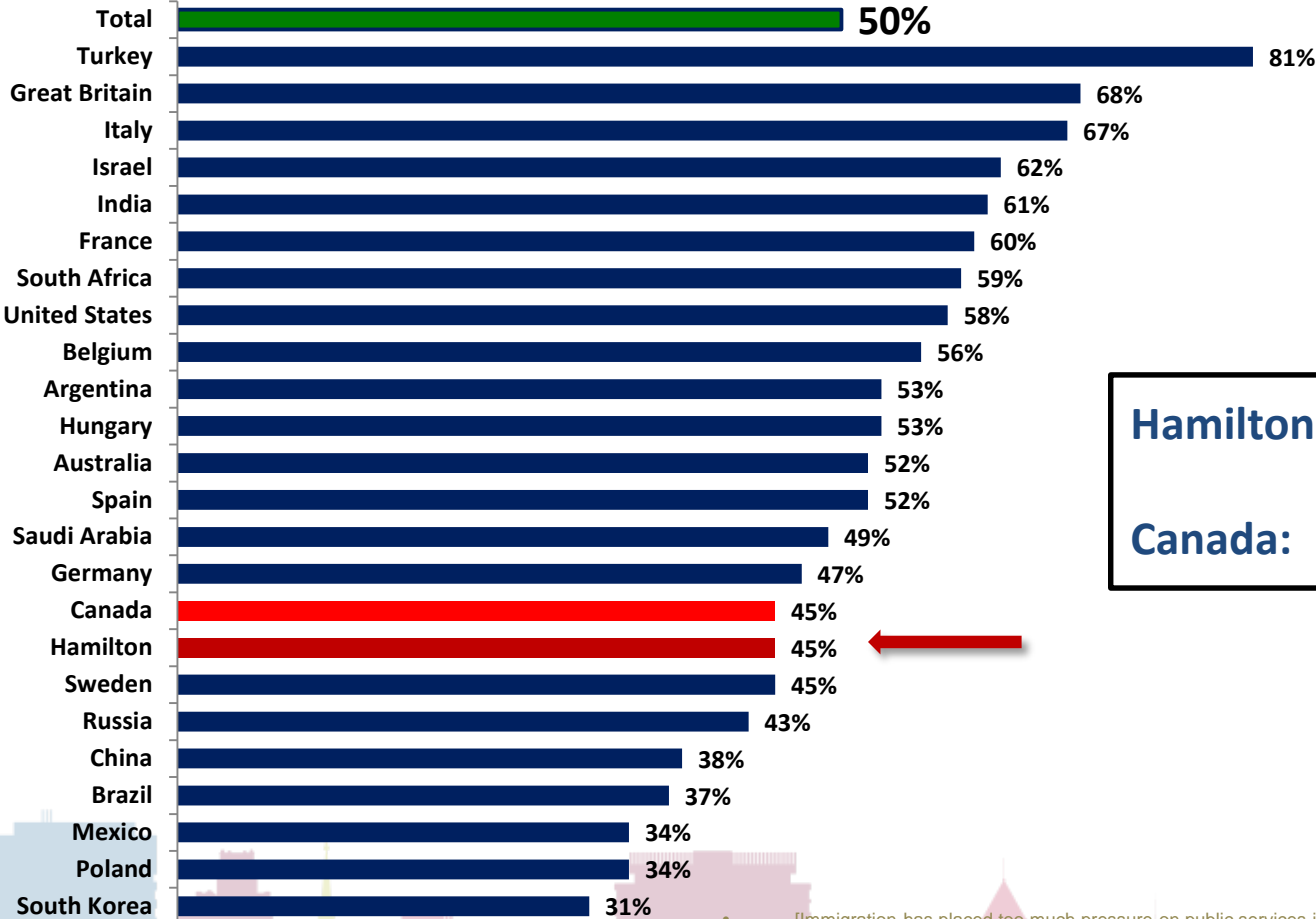
Hamilton: 54%

Canada: 47%

[Immigrants make Country a more interesting place to live] Please tell whether you agree or disagree with each of the following statements.

Immigration has placed too much pressure on public services in our country (50%)/community (45%):

2015 Top2Box (Strongly Agree/Tend to Agree)



Hamilton: 45%

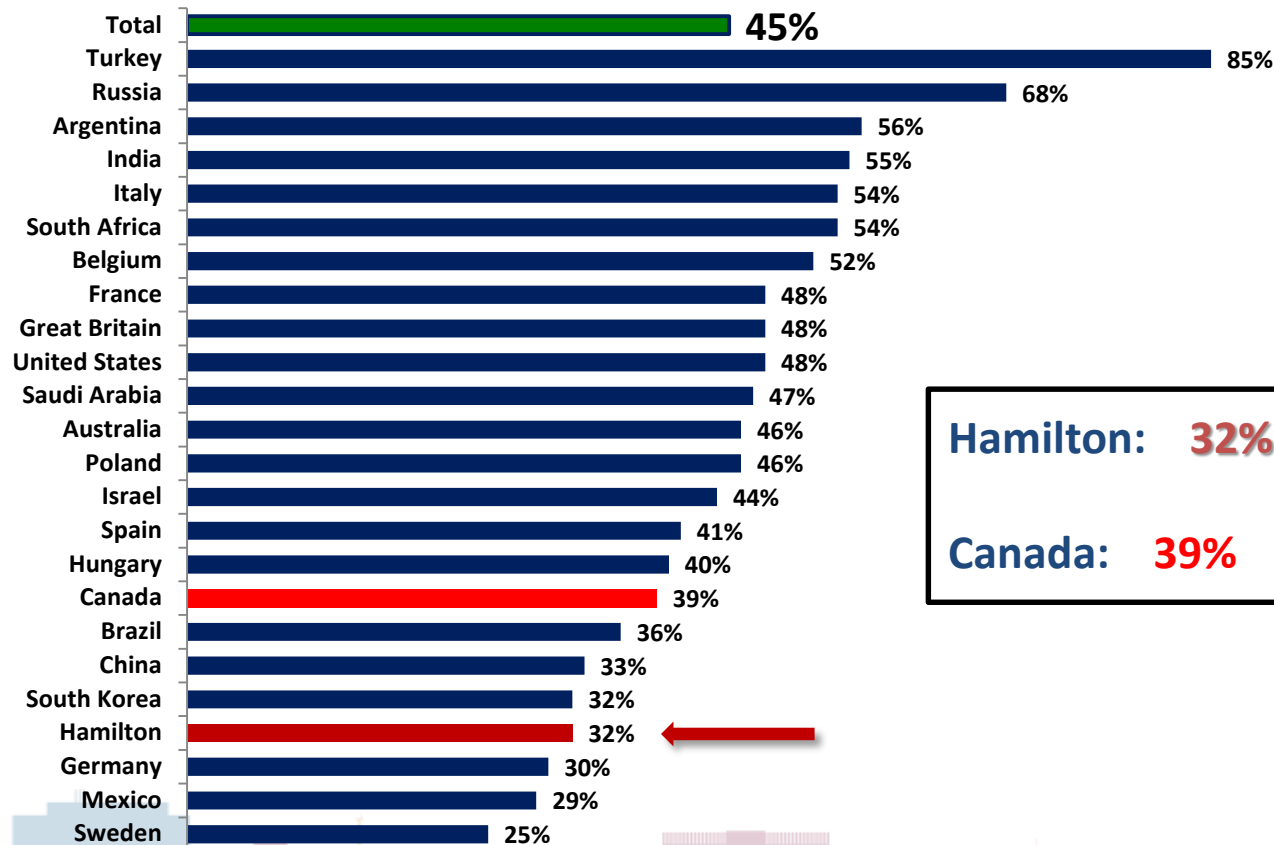
Canada: 45%

[Immigration has placed too much pressure on public services in Country (for example, health, transport, educational services)] Please tell whether you agree or disagree with each of the following statements.

Immigrants in our country (45%)/community (32%) have made it more difficult for nationals/local people to get jobs:



2015 Top2Box (Strongly Agree/Tend to Agree)



Hamilton: 32%

Canada: 39%

[Immigrants in Country have made it more difficult for Nationality people to get jobs] Please tell whether you agree or disagree with each of the following statements.



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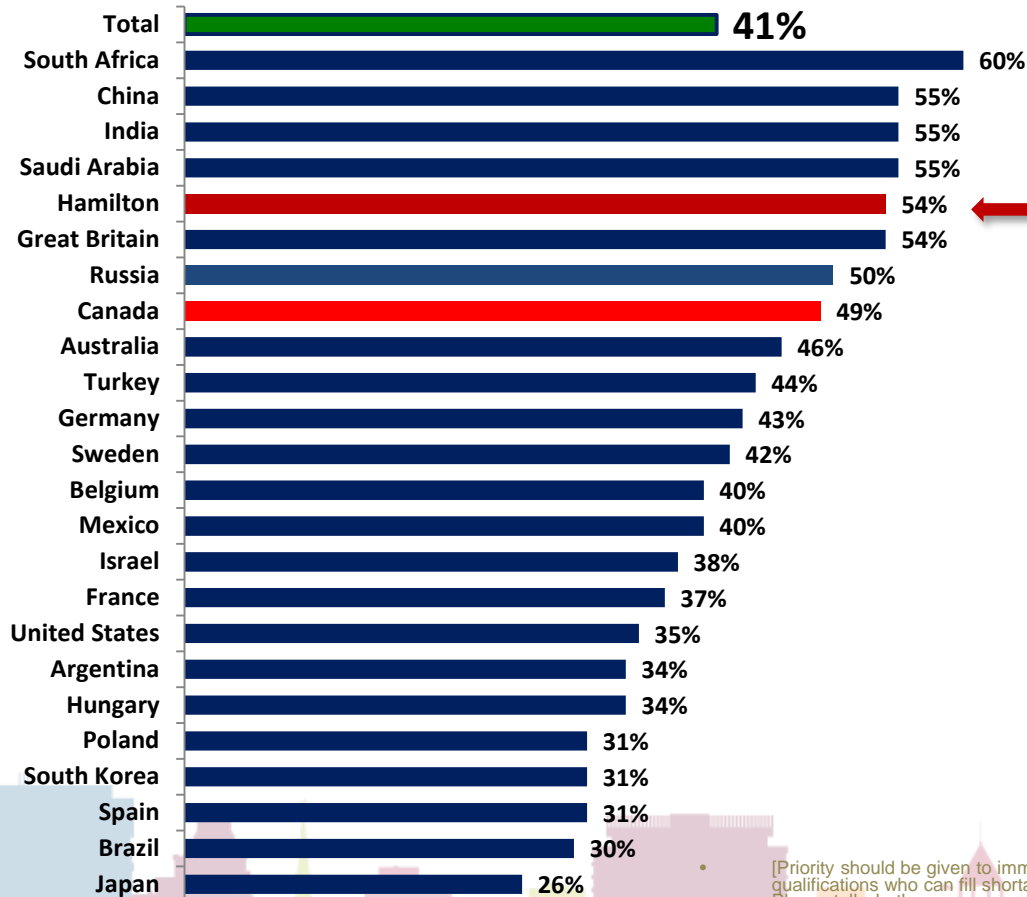


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Priority should be given to immigrants with higher education and qualifications who can fill shortages among certain professions in our country (41%)/**community** (54%):



2015 Top2Box (Strongly Agree/Tend to Agree)



Hamilton: 54%
Canada: 49%

[Priority should be given to immigrants with higher education and qualifications who can fill shortages among certain professions in Country.] Please tell whether you agree or disagree with each of the following statements.



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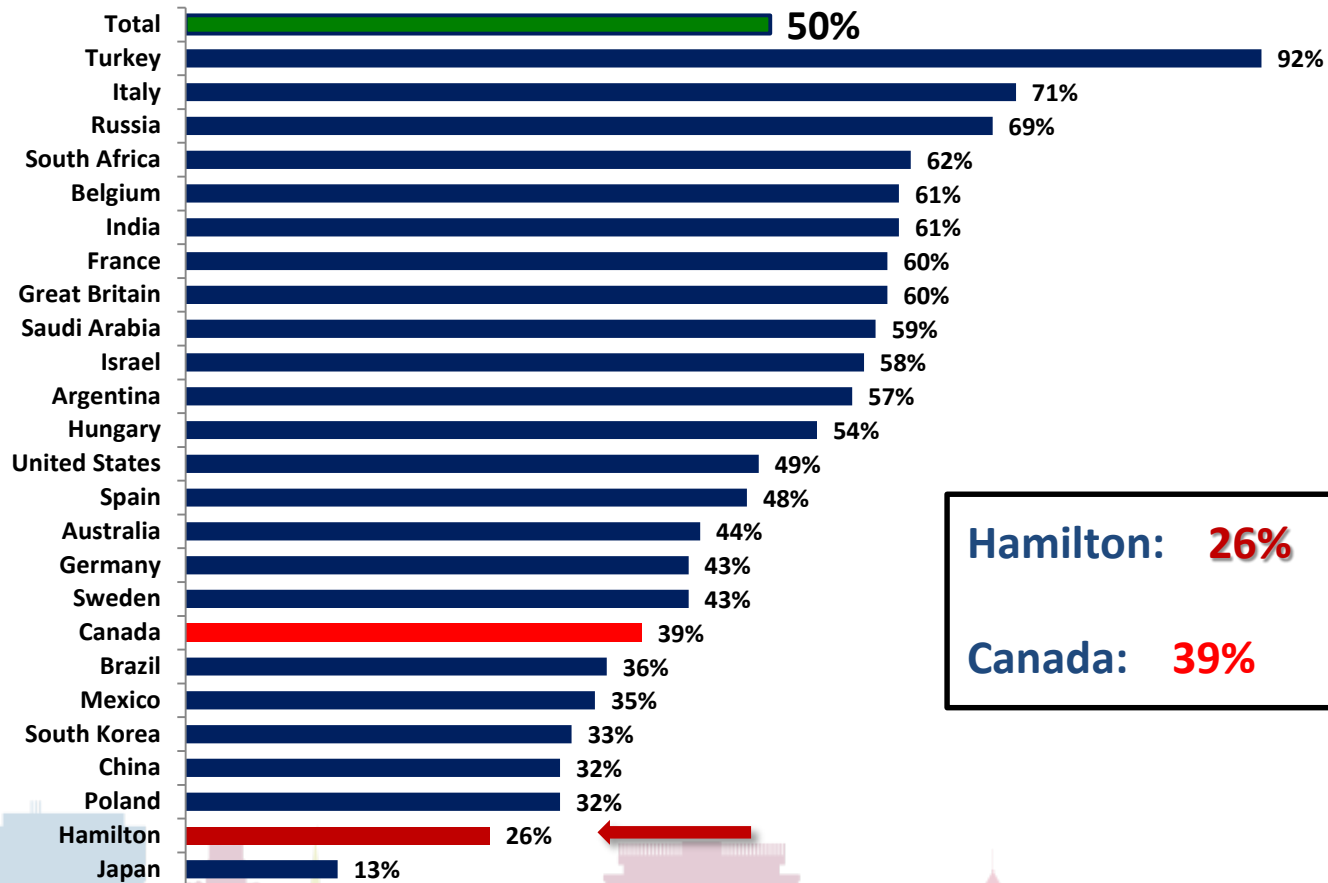


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There are too many immigrants in our country (50%)/community (26%):



2015 Top2Box (Strongly Agree/Tend to Agree)



Hamilton: 26%

Canada: 39%

[There are too many immigrants in our country.] Please tell whether you agree or disagree with each of the following statements.



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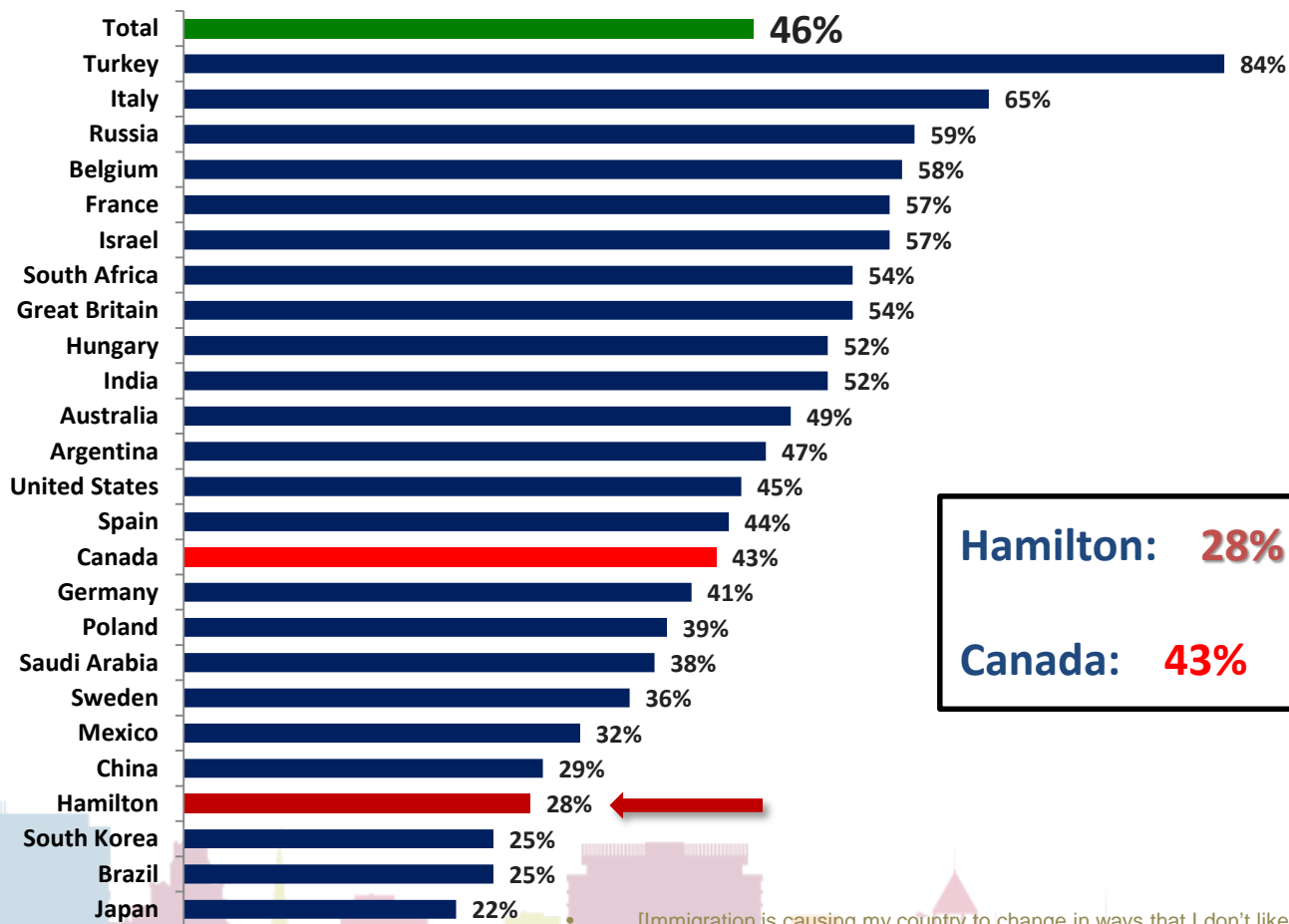


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Immigration is causing my country (46%)/community (28%) to change in ways that I don't like:



2015 Top2Box (Strongly Agree/Tend to Agree)



Hamilton: 28%

Canada: 43%

[Immigration is causing my country to change in ways that I don't like]
Please tell whether you agree or disagree with each of the following statements.



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THE WORLD NEXT DOOR...

Perceptions of Immigrants/Newcomers of Hamilton as *Canadians...*

Immigrants in the community...



Majority of Hamilton Residents (75%) View Immigrants/Newcomers as *Proud to be Part of Canada or New Canadian Citizens...*

■ Agree very much ■ Agree somewhat ■ Disagree somewhat ■ Disagree very much

Proud to be part of **Canada** or new Canadian Citizens



% Agree

75%

Thinking about immigrants, generally, who have settled in your community during the last number of years, are they...
Base: All respondents (n=510)



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Some Final Thoughts...



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Some final thoughts...

- **This is what people actually think...it is not some hypothetical model...**
- **There is a big difference between hardware and software...**
- **Greater Hamilton is a tolerant, welcoming community for immigrants/newcomers...**
- **If anything, this study with its international comparisons, provides a valuable context concerning the human relationship platform...**
- **The ground is conditioned for opportunities to build intra-and-inter-community bridges...**

Some final thoughts...

- The study also gives direction to the various institutions and groups that are expected to play a key role going forward and ranks priorities for actual undertakings...
- It identifies educational institutions as a potential hub—a true intersect—not just for immigrant/newcomers and globally street-smart students/graduates but as a facilitator in moving the ball down the field...
- The findings signal that the region and its various partners/players in these efforts should have assurance in assessing and addressing the *actual delivery components* that connect with immigrants/newcomers to their needs...
- Your communities appear receptive and willing to play a significant role in whatever follows...

Thank you...

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Through specialisation, we offer our clients a unique depth of knowledge and expertise. Learning from different experiences gives us perspective and inspires us to boldly call things into question, to be creative.

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